The Key Concepts and Skills for each content strand are presented by month. For more information, refer to the Learning in Perspective table in the Section Opener of the *Teacher's Guide to Activities*.

Kindergarten *Everyday Mathematics*® Content by Strand

	August/September Activities 1•1–1•16	October Activities 2•1–2•14	November Activities 2•15–3•12	December Activities 3•13–4•10	January Activities 4•11–5•8	February Activities 5•9–6•6	March Activities 6•7–7•4	April Activities 7•5–8•2	May/June Activities 8•3–8•16
Number and Numeration	Count objects, sounds, and taps. [Goal 2; Activity 1•3] Use understanding of one-to-one correspondence and cardinality to count objects, sounds, and taps. [Goal 2; Activity 1•3] Connect the number sequence with number quantities and explore the "one more" relationship of successive numbers. [Goal 2; Activity 1•3] Count backward by ones. [Goal 1; Activity 1•4] Recognize and understand zero as a number for "none." [Goal 2; Activity 1•4] Represent numbers with concrete objects. [Goal 3; Activity 1•4] Use understanding of one-to-one correspondence and cardinality to count and create sets of objects. [Goal 2; Activities 1•5, 1•16] Recognize that the number of objects in a set is the same regardless of the arrangement. [Goal 2; Activity 1•5] Represent numbers in various ways. [Goal 3; Activity 1•5] Associate number names, quantities, and written numerals. [Goal 3; Activity 1•5] Count objects in each sorted category. [Goal 2; Activity 1•6] Compare the number of objects in each category. [Goal 6; Activity 1•6] Count the number of coins in each category. [Goal 2; Activity 1•11] Compare the number of coins in each category. [Goal 6; Activity 1•11] Count numbers in sequence. [Goal 1; Activity 1•12] Represent numbers with claps or taps. [Goal 2; Activity 1•12] Count up to 10 objects. [Goal 2; Activity 1•14] Practice reading numerals through 10. [Goal 3; Activity 1•14] Recognize numbers as "5 and some more." [Goal 5; Activity 1•14] Represent numbers on a ten frame. [Goal 2; Activity 1•15] Use a ten frame to explore benchmarks of 5 and 10. [Goal 5; Activity 1•15] Compare numbers and sets. [Goal 6; Activity 1•16] Identify pairs of numbers that add to 10. [Goal 1; Activity 1•16]	Count and move between 1 and 10 spaces on a gameboard. [Goal 2; Activity 2•4] Read numbers 1–10. [Goal 3; Activity 2•6] Practice oral counting forward by ones. [Goal 1; Activity 2•6] Identify numbers. [Goal 3; Activity 2•7] Develop stroke formation skills to prepare for writing numbers. [Goal 3; Activity 2•7] Compare numbers of coins. [Goal 6; Activity 2•8] Count objects using one-to-one correspondence. [Goal 2; Activity 2•9] Represent numbers with concrete materials. [Goal 3; Activity 2•9] Discover that the digits 0–9 can be used to write any number. [Goal 3; Activity 2•9] Count orally from 10 through 19. [Goal 1; Activity 2•10] Recognize teen numbers. [Goal 3; Activity 2•10] Sequence numbers from 10 through 19. [Goal 6; Activity 2•10] Orally count by ones through 19. [Goal 1; Activity 2•11] Use one-to-one correspondence to count movements. [Goal 2; Activity 2•11] Recognize numerals 10–19. [Goal 3; Activity 2•11] Sequence numerals 10–19. [Goal 6; Activity 2•11] Identify the numbers 0–19. [Goal 3; Activity 2•12] Use concrete materials to represent the numbers 10-19. [Goal 3; Activity 2•12] Recognize each teen number as 10 + a digit. [Goal 5; Activity 2•12] Estimate the number of objects in a collection. [Goal 2; Activity 2•13] Count objects in a collection. [Goal 2; Activity 2•13]	Draw the correct quantity of items to represent numbers. [Goal 2; Activity 3•1] Practice writing numerals. [Goal 3; Activity 3•1] Discuss and reinforce the concept of zero. [Goal 3; Activity 3•1] Count dots on a single die. [Goal 2; Activity 3•3] Read and write numbers 1–6. [Goal 3; Activity 3•3] Count numbers of dots on dominoes. [Goal 2; Activity 3•5] Match numbers of dots to written numerals. [Goal 3; Activity 3•5] Become aware of equivalent names for numbers. [Goal 5; Activity 3•5] Read numbers. [Goal 3; Activity 3•6] Compare and order numbers. [Goal 6; Activity 3•6] Practice oral counting. [Goal 1; Activity 3•9] Practice one-to-one counting (objects and claps). [Goal 2; Activity 3•9] Recognize numerals and represent numbers with objects. [Goal 3; Activity 3•9] Compare and order numbers. [Goal 6; Activity 3•9]	Count objects using one-to-one correspondence. [Goal 2; Activity 3•13] Count children in each sorted group and count items in each category on a bar graph. [Goal 2; Activity 3•14] Compare the numbers in each category. [Goal 6; Activity 3•14] Count orally by 1s and 10s. [Goal 1; Activity 3•15] Count up to 20 objects. [Goal 2; Activity 3•16] Recognize teen numbers. [Goal 3; Activity 3•16] Represent teen numbers as "10 and some more." [Goal 5; Activity 3•16] Compare numbers 11–20. [Goal 6; Activity 3•16] Read numbers. [Goal 3; Activity 4•2] Compare numbers. [Goal 6; Activity 4•2] Count by 1s through at least 50 using different starting points. [Goal 1; Activity 4•6] Read and display numbers on a calculator. [Goal 3; Activity 4•7]	Practice one-to-one counting. [Goal 2; Activity 4•12] Recognize and write numbers. [Goal 3; Activity 4•12] Compare and order numbers. [Goal 6; Activity 4•12] Read 2-digit numbers. [Goal 3; Activity 4•15] Represent 2-digit numbers with manipulatives. [Goal 3; Activity 4•16] Represent 2-digit numbers as groups of tens and ones. [Goal 5; Activity 4•16] Use ordinal numbers to describe a sequence of events. [Goal 2; Activity 5•1] Think about the combinations of digits used to write numbers. [Goal 3; Activity 5•4] Recognize and find equivalent names for numbers. [Goal 5; Activity 5•4] Use calculators to count up and back. [Goal 1; Activity 5•5] Skip count by 5s. [Goal 1; Activity 5•5] Use fingers to represent groups of 5. [Goal 3; Activity 5•8]	Count tally marks by 5s. [Goal 1; Activity 5•9] Use tally marks to represent numbers. [Goal 5; Activity 5•9] Use objects to represent numbers and make exchanges. [Goal 3; Activity 5•10] Explore equivalent names for numbers. [Goal 5; Activity 5•10] Read numbers on measuring tools. [Goal 3; Activity 5•12] Identify and locate numbers on the Class Number Grid. [Goal 3; Activity 5•15] Order numbers on the Class Number Grid. [Goal 6; Activity 5•15] Locate and identify numbers on the number grid. [Goal 3; Activity 5•16] Count pennies and record the total using the cents symbol. [Goal 2; Activity 6•1] Skip count by 5s. [Goal 1; Activity 6•2] Use counting to measure time. [Goal 1; Activity 6•4]	Skip count by 10s. [Goal 1; Activity 6•7] Count a collection of pennies. [Goal 2; Activity 6•8] Use manipulatives to represent numbers. [Goal 3; Activity 6•8] Skip count by 2s. [Goal 1; Activity 6•10] Use objects to represent groups of 2s. [Goal 3; Activity 6•10] Count and compare numbers in groups. [Goal 2; Activity 6•11] Divide a group of objects in half. [Goal 4; Activity 6•11] Compare time measurements. [Goal 6; Activity 6•13] Use calculators to skip count by 2s, 5s, and 10s. [Goal 1; Activity 6•14] Represent half of a whole using concrete objects. [Goal 4; Activity 6•16] Practice counting by groups (skip counting). [Goal 1; Activity 7•2] Count objects in a collection. [Goal 2; Activity 7•2] Read and write 2- and 3-digit numbers. [Goal 3; Activity 7•2]	Compare sums and differences of dice throws. [Goal 6; Activity 7•6] Count on from various numbers. [Goal 1; Activity 7•7] Count backward from various numbers. [Goal 1; Activity 7•7] Count beyond 100. [Goal 1; Activity 7•7] Read numbers. [Goal 3; Activity 7•7] Count by 10s and 1s. [Goal 1; Activity 7•8] Estimate the number of items in a collection. [Goal 2; Activity 7•8] Represent numbers with manipulatives as 10s and 1s. [Goal 3; Activity 7•8] Use craft sticks to find and represent equivalent names for numbers. [Goal 5; Activity 7•8] Write 1-, 2-, and 3-digit numbers. [Goal 3; Activity 7•10] Count forward. [Goal 1; Activity 7•11] Write numbers as 10s and 1s. [Goal 3; Activity 7•11] Read 2-digit numbers and represent them with manipulatives. [Goal 3; Activity 7•13] Recognize 2-digit numbers as combinations of 10s and 1s. [Goal 5; Activity 7•13] Compare numbers. [Goal 6; Activity 7•13] Read numbers. [Goal 3; Activity 7•14] Put nonconsecutive numbers in ascending or descending order. [Goal 6; Activity 7•14] Use objects and drawings to represent equivalent names for numbers. [Goal 5; Activity 7•16] Count by 10s and 1s. [Goal 1; Activity 8•1] Use craft sticks to exchange 1s for 10s and 10s for 100s. [Goal 3; Activity 8•1] Recognize numbers as combinations of 100s, 10s, and 1s. [Goal 5; Activity 8•1]	Compare numbers to decide which is greatest. [Goal 6; Activity 8•4] Manipulate digits in numbers. [Goal 3; Activity 8•6] Make exchanges with pennies, dimes, and dollars. [Goal 3; Activity 8•8] Represent numbers using manipulatives, drawings, tallies, and numerical expressions. [Goal 3; Activity 8•9] Generate equivalent names for numbers. [Goal 5; Activity 8•9] Count the number of nonstandard units used to weigh an object. [Goal 2; Activity 8•15] Compare the weight of two or more objects using nonstandard units. [Goal 6; Activity 8•15] Practice making exchanges with $1 and $10 bills. [Goal 3; Activity 8•16]
Operations and Computation		Use concrete materials and pictures to represent and solve addition and subtraction stories. [Goal 1; Activity 2•14] Begin to distinguish between joining (addition) and take-away (subtraction) stories. [Goal 2; Activity 2•14]	Develop and use strategies for solving addition and subtraction problems using concrete objects. [Goal 1; Activity 3•8] Begin to understand the meaning of addition and subtraction. [Goal 2; Activity 3•8]	Add and subtract within 10 using a collection of objects. [Goal 1; Activity 3•13] Identify pairs of numbers that add up to 10. [Goal 1; Activity 3•13] Distinguish between addition and subtraction. [Goal 2; Activity 3•13] Use a number line to explore addition and subtraction concepts and strategies. [Goal 1; Activity 4•1] Model and solve addition number stories using manipulatives. [Goal 1; Activity 4•4] Make up addition number stories. [Goal 1; Activity 4•4] Recognize "joining" situations as addition. [Goal 2; Activity 4•4] Develop and use strategies to find the sum of two dice rolls. [Goal 1; Activity 4•8]	Model and solve subtraction number stories using manipulatives. [Goal 1; Activity 4•11] Make up subtraction number stories. [Goal 1; Activity 4•11] Recognize "take away" situations as subtraction. [Goal 2; Activity 4•11] Use concrete materials and pictures to represent and solve addition and subtraction stories. [Goal 1; Activity 4•15] Identify addition and subtraction stories. [Goal 2; Activity 4•15] Use addition and subtraction clues to develop strategies and fluency. [Goal 1; Activity 5•4]		Model and solve comparison number stories with counters. [Goal 1; Activity 6•9] Use pictures to represent and solve addition and subtraction stories. [Goal 1; Activity 7•3] Identify addition and subtraction number stories. [Goal 2; Activity 7•3]	Add and subtract numbers from dice throws using various strategies. [Goal 1; Activity 7•6] Practice addition and subtractions within 5. [Goal 1; Activity 7•6] Add and subtract within 10. [Goal 1; Activity 7•12] Identify pairs of numbers with sums to 10. [Goal 1; Activity 7•13] Explore the difference between addition and subtraction. [Goal 2; Activity 7•12] Solve number sentences to find equivalent names. [Goal 1; Activity 7•16]	Use "counting on" as a strategy to add numbers from dice throws. [Goal 1; Activity 8•4] Apply addition- and subtraction-based function rules. [Goal 1; Activity 8•5] Use mental math strategies to add and subtract numbers. [Goal 1; Activity 8•6] Represent numbers with simple addition and subtraction number sentences. [Goal 1; Activity 8•9] Apply addition- and subtraction-based rules. [Goal 1; Activity 8•10] Explore the difference between addition and subtraction rules. [Goal 2; Activity 8•10] Solve missing number problems using concrete objects. [Goal 1; Activity 8•13] Identify addition and subtraction situations. [Goal 2; Activity 8•13] Use calculators to model and solve number stories. [Goal 1; Activity 8•14] Recognize number stories as addition or subtraction stories. [Goal 2; Activity 8•14]
Data and Chance	Construct a bar graph and a moveable graph. [Goal 1; Activity 1•8] Make comparisons and answer simple questions based on data from the graphs. [Goal 2; Activity 1•8] Make a pictorial representation of class data. [Goal 1; Activity 1•13]	Consider the likelihood of outcomes on a toss of a money cube. [Goal 3; Activity 2•8]	Create a simple graph of dice rolls. [Goal 1; Activity 3•3] Make predictions about dice throws and discuss results. [Goal 3; Activity 3•3] Think of and categorize likely, unlikely, certain, and impossible events. [Goal 3; Activity 3•10] Use the basic language of probability to describe single events. [Goal 3; Activity 3•10] Use the basic language of probability to describe predictions. [Goal 3; Activity 3•11]	Construct a class bar graph. [Goal 1; Activity 3•14] Discuss information presented in a bar graph and answer questions. [Goal 2; Activity 3•14] Create a graph of dice rolls. [Goal 1; Activity 4•8] Compare the probability of various outcomes from rolling two dice. [Goal 3; Activity 4•8]		Use tally marks to record classroom data. [Goal 1; Activity 5•6] Construct a bar graph. [Goal 1; Activity 5•13] Draw conclusions and answer questions based on a graph. [Goal 2; Activity 5•13] Make graphs using survey information. [Goal 1; Activity 6•5] Answer questions based on graphs. [Goal 2; Activity 6•5]	Record and display data. [Goal 1; Activity 7•2]		
Measurement and Reference Frames	Explore measurement by comparing lengths. [Goal 1; Activity 1•1] Use measurement comparison words. [Goal 1; Activity 1•1] Experiment with and compare volumes and develop awareness of relative size. [Goal 1; Activity 1•7] Notice coin features and differences among coins. [Goal 2; Activity 1•11] Compare heights of objects. [Goal 1; Activity 1•13]	Recognize and match pictures of coins with actual coins. [Goal 2; Activity 2•8] Identify coin features and begin to use coin names. [Goal 2; Activity 2•8]	Investigate the use of the pan balance and weighing techniques. [Goal 1; Activity 3•4] Use a pan balance to compare and describe the weights of various objects. [Goal 1; Activity 3•5] Measure items using objects of uniform length. [Goal 1; Activity 3•7] Compare lengths and arrange items by length. [Goal 1; Activity 3•7] Use clay and a pan balance to experiment with adding and removing weight. [Goal 1; Activity 3•12] Balance objects with lumps of clay. [Goal 1; Activity 3•12]		Sequence daily events and describe when events occur. [Goal 4; Activity 5•1] Measure with nonstandard "feet." [Goal 1; Activity 5•6] Practice measuring techniques. [Goal 1; Activity 5•6] Measure with standard and nonstandard units. [Goal 1; Activity 5•7] Understand the need for standard measurement units. [Goal 1; Activity 5•7]	Practice measuring with standard and nonstandard units of measurement. [Goal 1; Activity 5•11] Compare and discuss measurements using standard and nonstandard units. [Goal 1; Activity 5•11] Understand the need for standard units of measurement. [Goal 1; Activity 5•11] Practice linear measuring techniques with various tools. [Goal 1; Activity 5•12] Choose tools to fit measuring tasks. [Goal 1; Activity 5•12] Explore the characteristics of the penny. [Goal 2; Activity 6•1] Learn about the value of the penny. [Goal 2; Activity 6•1] Make exchanges with pennies and nickels. [Goal 2; Activity 6•2] Explore the characteristics of the nickel. [Goal 2; Activity 6•2] Learn about the value of the nickel. [Goal 2; Activity 6•2] Compare time required for various tasks. [Goal 4; Activity 6•4]	Make exchanges with pennies, nickels, and dimes. [Goal 2; Activity 6•7] Explore the characteristics of the dime. [Goal 2; Activity 6•7] Learn about the value of the dime. [Goal 2; Activity 6•7] Identify pennies, nickels, and dimes. [Goal 2; Activity 6•8] Exchange pennies, nickels, and dimes. [Goal 2; Activity 6•8] Use tools to measure and compare time. [Goal 4; Activity 6•13] Identify names and values of coins. [Goal 2; Activity 7•1] Make exchanges with coins. [Goal 2; Activity 7•1]	Make exchanges with pennies, nickels, dimes, and quarters. [Goal 2; Activity 7•5] Explore the characteristics of the quarter. [Goal 2; Activity 7•5] Learn about the value of the quarter. [Goal 2; Activity 7•5] Use counting to time an event. [Goal 4; Activity 7•11] Develop a sense of the length of an hour. [Goal 4; Activity 8•2] Notice the "o'clock" times on an analog clock. [Goal 4; Activity 8•2]	Make and use hour hand clocks. [Goal 4; Activity 8•3] Explore the characteristics of the $1 bill. [Goal 2; Activity 8•7] Learn about the value of a dollar. [Goal 2; Activity 8•7 and 8•8] Add the minute hand to paper clocks. [Goal 4; Activity 8•11] Recognize the difference between the hour hand and the minute hand. [Goal 4; Activity 8•11] Copy clock times on a paper clock. [Goal 4; Activity 8•11] Read clocks to the hour. [Goal 4; Activity 8•12] Match times shown on digital and analog clocks. [Goal 4; Activity 8•12] Use nonstandard units to weigh objects on a pan balance. [Goal 1; Activity 8•15] Explore the characteristics of the $10 bill. [Goal 2; Activity 8•16] Learn about the value of the $10 bill. [Goal 2; Activity 8•16]
Geometry	Identify and describe shapes. [Goal 1; Activity 1•2] Explore shapes in different orientations. [Goal 1; Activity 1•15] Combine simple shapes to form other shapes and pictures. [Goal 1; Activity 1•15] Describe the relative position of shapes. [Goal 1; Activity 1•15]	Find and sort shapes. [Goal 1; Activity 2•1] Identify and name shapes. [Goal 1; Activity 2•1] Describe attributes of shapes. [Goal 1; Activities 2•1, 2•2] Compare and relate 2-dimensional (flat) and 3-dimensional shapes. [Goal 1; Activity 2•1] Explore, recognize, and identify shapes by feel. [Goal 1; Activity 2•2] Use spatial vocabulary and concepts in everyday situations. [Goal 1; Activity 2•3]	Explore symmetry by using paint and folded paper. [Goal 2; Activity 2•15] Begin to define the concept of symmetry. [Goal 2; Activity 2•15] Look for symmetry in nature. [Goal 2; Activity 2•16] Describe symmetrical objects. [Goal 2; Activity 2•16]	Use the Pattern-Block Template to combine simple shapes to form larger shapes and pictures. [Goal 1; Activity 4•3] Make circles, squares, rectangles, and triangles using bodies and ropes. [Goal 1; Activity 4•9] Identify and describe attributes of shapes. [Goal 1; Activity 4•9] Compare shapes. [Goal 1; Activity 4•10] Explore variations of size and angle measures of shapes. [Goal 1; Activity 4•10] Realize that shapes remain the same even if their position is changed. [Goal 1; Activity 4•10]	Identify circles, squares, triangles, and rectangles. [Goal 1; Activity 4•13]	Explore and describe geometric properties of common objects. [Goal 1; Activity 6•3] Identify, compare, and analyze 2-dimensional and 3-dimensional shapes. [Goal 1; Activity 6•3] Identify 2-dimensional and 3-dimensional shapes. [Goal 1; Activity 6•6] Describe 2-dimensional and 3-dimensional shapes. [Goal 1; Activity 6•6]	Construct 2- and 3-dimensional shapes and explore their properties. [Goal 1; Activity 7•4] Identify names of 2- and 3-dimensional shapes. [Goal 1; Activity 7•4]		
Patterns, Functions, and Algebra	Explore pattern blocks. [Goal 1; Activity 1•2] Find ways to sort objects using a variety of attributes. [Goal 1; Activity 1•6] Identify attributes. [Goal 1; Activity 1•6] Create and extend patterns with sounds and motions. [Goal 1; Activity 1•9] Create and extend color patterns. [Goal 1; Activity 1•10] Describe patterns. [Goal 1; Activity 1•10] Sort coins according to various attributes. [Goal 1; Activity 1•11]	Notice and describe patterns in surroundings. [Goal 1; Activity 2•5] Extend patterns. [Goal 1; Activity 2•5] Recognize a visual pattern of numbers. [Goal 1; Activity 2•9]	Create and describe a pattern. [Goal 1; Activity 3•2]	Begin to recognize patterns of 10 when counting. [Goal 1; Activity 3•15] Use the Pattern-Block Template to record patterns. [Goal 1; Activity 4•3] Learn about the + symbol. [Goal 2; Activity 4•4] Create and describe patterns with pattern blocks. [Goal 1; Activity 4•5] Continue pattern-block patterns. [Goal 1; Activity 4•5]	Learn about the − symbol. [Goal 2; Activity 4•11] Explore attribute blocks. [Goal 1; Activity 4•13] Sort blocks according to different attributes. [Goal 1; Activity 4•13] Figure out and apply sorting rules. [Goal 1; Activity 4•14] Use the +, −, and = symbols in the context of addition and subtraction number stories. [Goal 2; Activity 4•15] Copy and extend a visual pattern that is not color based. [Goal 1; Activity 5•2] Create and describe a visual pattern that is not color based. [Goal 1; Activity 5•2] Use multiple attributes to find and describe objects. [Goal 1; Activity 5•3] Apply sorting rules. [Goal 1; Activity 5•3] Identify +, −, =, and ON/C or AC keys on the calculator. [Goal 2; Activity 5•5] Find patterns in counts by 5. [Goal 1; Activity 5•8]	Choose blocks based on multiple attributes. [Goal 1; Activity 5•14] Discover number patterns on the Class Number Grid. [Goal 1; Activity 5•15] Explore number patterns. [Goal 1; Activity 5•16]	Recognize a growing number pattern on a number line or grid. [Goal 1; Activity 6•10] Use multiple attributes to describe objects. [Goal 1; Activity 6•12] Use rules based on attributes to select an object from a collection. [Goal 1; Activity 6•12] Use the symbols + and −. [Goal 2; Activity 6•14] Create and extend patterns. [Goal 1; Activity 6•15] Use symbols to represent and follow a pattern. [Goal 1; Activity 6•15] Use the +, −, and = symbols to write number models for number stories. [Goal 2; Activity 7•3]	Use the + sign to represent equivalent names for numbers. [Goal 2; Activity 7•9] Notice number patterns. [Goal 1; Activity 7•10] Recognize and use the + and − symbols. [Patterns Goal 2; Activity 7•12] Compare patterns and identify patterning rules. [Patterns Goal 1; Activity 7•15] Apply patterning rules to create and extend patterns. [Patterns Goal 1; Activity 7•15] Record equivalent names with number sentences. [Goal 2; Activity 7•16]	Use function rules to generate related pairs of numbers. [Goal 1; Activity 8•5] Use related pairs of numbers to identify function rules. [Goal 1; Activity 8•10] Use rules to determine missing numbers in a number pair. [Goal 1; Activity 8•10] Write number sentences. [Goal 2; Activity 8•13] Use +, −, and = symbols to create number models for number stories. [Goal 2; Activity 8•14]

Mc Graw Hill Education

ISBN: 978-0-07-657604-3
MHID: 0-07-657604-3
1 2 3 4 5 6 7 8 9 QST 17 16 15 14 13 12 11

The University of Chicago School Mathematics Project

everydaymath.com
The McGraw-Hill Companies

ISBN 9780076576043
MHID 0076576043
9 780076 576043 9 0 0 0 0 0