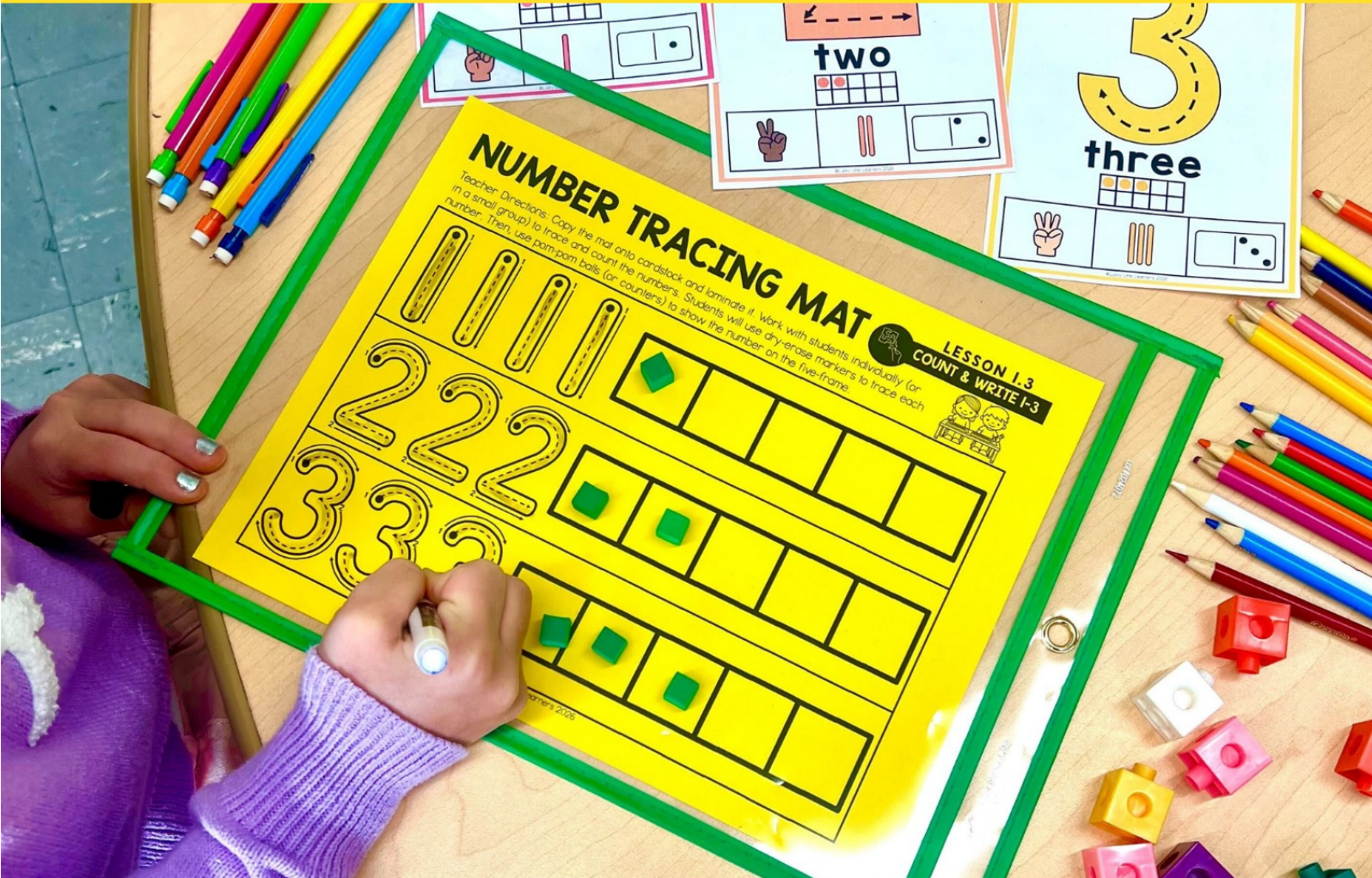


KINDERGARTEN

MATH CURRICULUM



growing bundle

**This guide will help you
navigate the math
curriculum resources!**



Hi there!

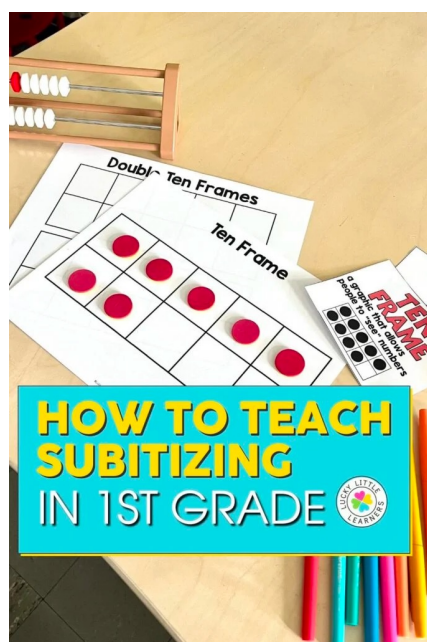
Thank you so much for downloading my Kindergarten Lucky to Learn Math resources! This document will help you get started using the materials.

- Angie

HELPFUL TIPS:

- Download the files to your computer. Open the **PDF files with Adobe Reader**. If you do not have the most current version of Adobe Reader installed, you can [get it for free here](#).
- [This navigation page](#) will be useful if you would like to download lesson by lesson. You can use the bundling tool (pink paperclip icon) to bundle printable resources.
- There are both PDF and PowerPoint versions of the teaching slides. PowerPoint versions should not be bundled, or they will be converted to PDF.
- If you would like to use the slides on Google Slides, download the PowerPoint version and upload to your Google Drive.

RELATED BLOG POSTS:



Click to READ



Click to READ



Click to READ



Why?

Lucky to Learn

MATH

This is the hands-on, standards-aligned, collaborative, and engaging math resource you've been looking for!

This resource can be used as a supplement to any math program, or as a complete curriculum.

Includes: teaching slides, lesson plans, math chats, mini lessons, hands-on activities, worksheets, assessments, exit tickets, anchor charts, and more!

Is your current math curriculum dull and lifeless?

These units are engaging! They include themed lessons to pique student interest, while also ensuring they master the math standards.

1

2

3

Wanting your students to love math?

The math block routine will scaffold and guide students to gain deep levels of understanding, feel successful, and love math!

Looking for resources that are easy to prep?

The activities are low-prep or no-prep! The lesson plans include icons to help you choose which activities to use during the day, and teaching slides that guide you & your students through the lesson.



PERFECT FOR...

Math block



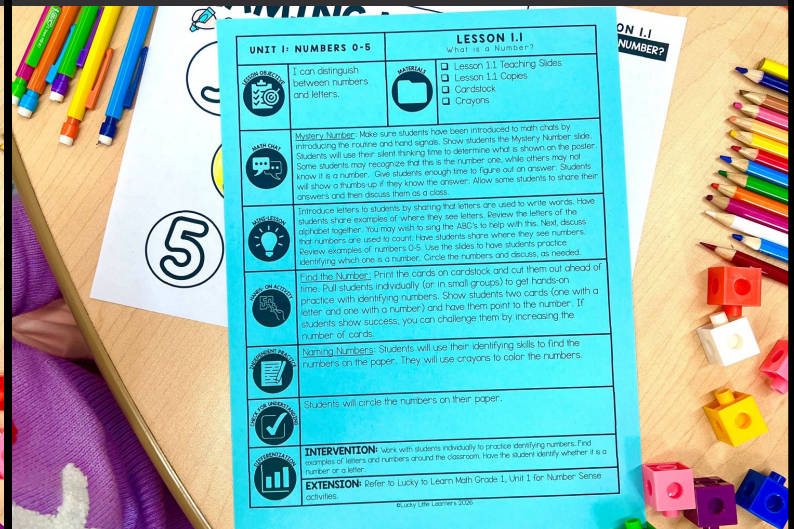
Supplemental practice



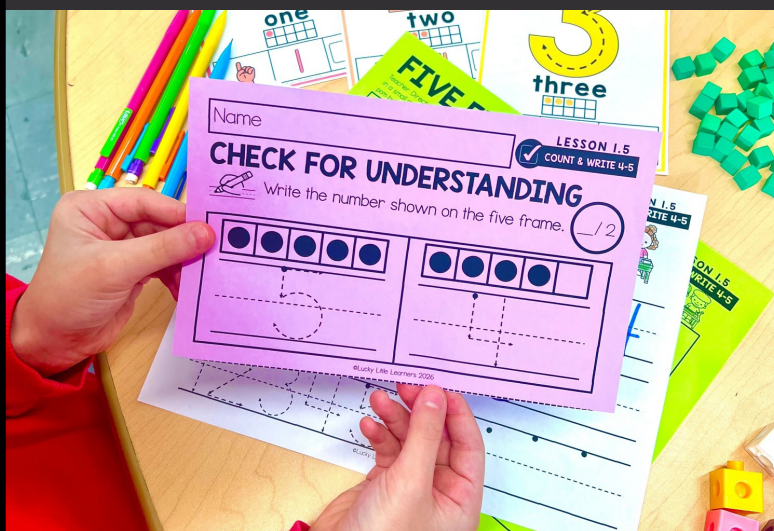
Hands-on learning



Easy lesson planning



Number talks



Independent work



LUCKY TO LEARN MATH

--- KINDERGARTEN ---

KINDERGARTEN MATH UNITS	RELEASE DATE
Unit 1: Numbers 0-5	<i>included</i>
Unit 2: Sort, Classify, Directions	<i>April 2026</i>
Unit 3: Numbers 6-10	<i>June 2026</i>
Unit 4: 2D & 3D Shapes	<i>August 2026</i>
Unit 5: Numbers 11-20	<i>Sept. 2026</i>
Unit 6: Addition to 10	<i>Oct. 2026</i>
Unit 7: Subtraction within 10	<i>Nov. 2026</i>
Unit 8: Add & Subtract Strategies	<i>Dec. 2026</i>
Unit 9: Measurement	<i>Feb. 2027</i>
Unit 10: Data & Graphing	<i>March 2027</i>
Unit 11: Money & Time	<i>April 2027</i>
Unit 12: Review & Extend	<i>May 2027</i>

CURRICULUM INCLUDES:

✓ Unit overviews	✓ Lesson plans
✓ Pre-assessments	✓ Teaching slides
✓ Post-assessments	✓ Themed unit & lessons
✓ Anchor charts	✓ Math chats (Number talks)
✓ Checks for understanding	✓ Mini lessons
✓ Hands-on practice	✓ Independent Practice

UNIT MATERIALS



Anchor Charts

COUNTING STRATEGIES
We can use strategies to help us count a group of objects.

TOUCH EACH OBJECT AND COUNT
1 2 3 4 5 6 7 8 9 10

LINE UP THE OBJECTS AND COUNT
1 2 3 4 5 6 7 8

MOVE THE OBJECTS AS YOU COUNT
1 2 3 4 5 6

COUNT OUT LOUD SLOWLY
1..2..3..4

CROSS OUT THE OBJECTS AND COUNT
1 2 3 4 5 6

COUNTING STRATEGIES
We can use strategies to help us count a group of objects.

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1 2 3 4 5 6 7 8 9 10

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COUNT OUT LOUD SLOWLY
1..2..3..4..5

CROSS OUT THE OBJECTS AND COUNT
1 2 3 4 5 6

Binder covers

Lucky to Learn
MATH
UNIT 1
NUMBERS 0-5
COUNTING WITH MYSELF, MY BODY, AND MY SENSES

Lucky to Learn
MATH
UNIT 1
NUMBERS 0-5
COUNTING WITH MYSELF, MY BODY, AND MY SENSES

Unit Assessments

Name _____ UNIT 1 NUMBERS 0-5

NUMBERS 0-5 PRE-ASSESSMENT
Circle the numbers.
2 P 4 1 3 G C 5

Circle the number of fingers shown.
[Hand with 3 fingers] 1 2 3 [Hand with 5 fingers] 4 5

Write the number shown on the five-frame.
[Five-frame with 4 dots] [Five-frame with 1 dot]

Name _____ UNIT 1 NUMBERS 0-5

NUMBERS 0-5 PRE-ASSESSMENT
Color the way to show 0.

Color the number of pictures to match the number.
2 [5 vertical lines] 4 [4 small jars]

Color the jar with the greater amount red. Color the jar with the less amount blue.
[Jar with 3 dots] [Jar with 1 dot] [Jar with 4 dots] [Jar with 2 dots]

Hands-On Activities

NUMBER TRACING MAT LESSON 1.3 COUNT & WRITE 1-3

Teacher Directions: Copy the mat onto cardstock and laminate it. Work with students individually (or in a small group) to trace and count the numbers. Students will use dry-erase markers to trace each number. Then, use pom-pom balls (or counters) to show the number on the five frame.

1 1 1 1 [Five-frame]

2 2 2 [Five-frame]

3 3 3 [Five-frame]

Exit Tickets

Name _____ LESSON 1.4 COUNT & WRITE

CHECK FOR UNDERSTANDING
Write the number shown on the five frame.
[Five-frame with 3 dots] [Five-frame with 1 dot] [Five-frame with 2 dots]

Circle the number of fingers shown. [Hand with 4 fingers] 4 5 [Hand with 3 fingers] 4 5

Name _____ LESSON 1.4 COUNT & WRITE

CHECK FOR UNDERSTANDING
Write the number shown on the five frame.
[Five-frame with 3 dots] [Five-frame with 1 dot] [Five-frame with 2 dots]

Circle the number of fingers shown. [Hand with 4 fingers] 4 5 [Hand with 3 fingers] 4 5

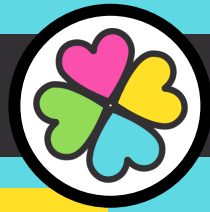
Independent Work

Name _____ LESSON 1.6 COUNT & IDENTIFY 0

WRITING NUMBERS
Trace and write the numbers.
Trace. [Dashed 0] [Dashed 0] [Dashed 0] [Dashed 0]
Write. [Blank line]

Color the ways to show zero.
[Empty five-frame] [Empty basket] [Hand with 0 fingers] [Jar with 0 dots] [Empty square] [Empty vertical line]

MATH UNIT ICONS



These icons are on each piece of the curriculum to help you stay organized and help students learn the routine!

UNIT 1: NUMBERS 0-5

LESSON 1.7
Counting Up to 5 Objects

OBJECTIVE
I can determine how many objects are in a set up to 5 by stating the total after counting.

MATERIALS
 Lesson 1.7 Teaching Slides
 Lesson 1.7 Copies
 Counting bears or other manipulatives
 Cardstock

MATH CHAT
True or False: Show students the True or False slide. You may need to explain what true and false mean. Students will use their silent thinking time to determine if the five frame shows 0. Give students enough time to figure out an answer. Students will show a thumbs-up if they know the answer. Allow some students to share their answers. Tally the true and false votes. Then, discuss as a class. Answer: false.

MINI LESSON
Next, introduce counting strategies using the anchor chart. Explain that when we count, the last number we say when we are counting tells how many there are of the object. Practice counting the bears and cubes, reminding them each time that the last number they say tells how many.

HANDS-ON ACTIVITY
How Many: Print on cardstock and laminate the counting mats ahead of time. Pull students individually (or in small groups) to get hands-on practice with counting. Give each student a mat and five counting bears or other manipulatives. One row at a time, have them place a bear or manipulative in each circle. Count with them as they point to each circle. Remind them that the last number they say tells how many. Students will then write that number in the box at the end of each row.

INDEPENDENT PRACTICE
Counting Things: Print on cardstock and laminate each item and write the number that tells how many!

CHECK FOR UNDERSTANDING
Students will use how many.

DIFFERENTIATION
INTERVENTION
count tells how strategies anchor of manipulative
EXTENSION
activities.

1.7 HANDS-ON ACTIVITY

HOW MANY?

 Put a bear in each circle.

 Count how many bears.

 Use a dry-erase marker to write how many.

HOW MANY?

Teacher Directions: Copy the counting mat on colored cardstock. Laminate the counting mat. Work with students individually (or in a small group) and give each student a counting mat and five counting bears (or other manipulatives). Have students put a bear in each circle and count. Then, have them use their dry-erase marker to write the number that tells how many in the box.

How many?

How many?

How many?


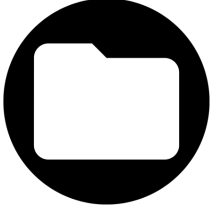






LESSON 1.7
COUNTING UP TO 5



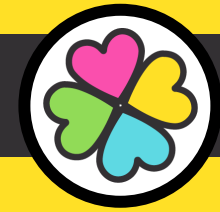
NEXT

We are finding how many. Put a bear in each circle. Then, we will count. Write the number that tells how many. Write that number in the box.

ICON KEY

			
OBJECTIVE	MATERIALS	MINI LESSON	MATH CHAT
			
HANDS-ON ACTIVITY	INDEPENDENT PRACTICE	CHECK FOR UNDERSTANDING	DIFFERENTIATION

LESSON PLANS











Clear lesson objective

Teaching slides included for each part of the lesson

List of materials

Math chat (number talk) in each lesson

UNIT 1: NUMBERS 0-5		LESSON 1.8 Show Numbers 0-5	
	I can show numbers 0-5 using objects, drawings, or fingers.		<input type="checkbox"/> Lesson 1.8 Teaching Slides <input type="checkbox"/> Lesson 1.8 Copies <input type="checkbox"/> Cardstock <input type="checkbox"/> Counting bears or other manipulatives
	<p><u>Real-World:</u> Show students the photo on the Real-World slide. Students will use their silent thinking time to determine how many fingers they have. Give students enough time to figure out an answer. Students will show a thumbs-up if they know the answer. Allow some students to share their answers and then discuss them as a class. Answer: 5 fingers.</p>		
	<p>Have students look at the anchor chart. Explain that we can do things in different ways. Discuss the different ways that are listed. Next, show the popsicle sticks slide. Count the sticks with the students. Then, ask them what number the sticks show. Repeat this with the fingers, five-frame, and dice slides.</p>		
	<p><u>Show Me the Number:</u> Print on cardstock and laminate the flash cards ahead of time. Pull students individually (or in small groups) to get hands-on practice with showing a number. Give each student five counting bears or other manipulatives. Show one card at a time. The students will use their manipulatives to show the number on the card.</p>		
	<p><u>Coloring Things I Touch:</u> Students will look at the number in each box and color the number of objects that matches the number.</p>		
	<p>Students look at the number in the box and color the objects that shows that number.</p>		
	<p>INTERVENTION: If students need additional help showing a certain number with objects, work with a small group or individually. Have them practice showing just one and two first. Then, move on to having them show three, four and five. You can also have them put their objects in a five-frame for a more concrete model.</p> <p>EXTENSION: Refer to Lucky to Learn Math Grade 1, Unit 1 for Number Sense</p>		

Skill-focused mini lesson

Hands-on activities for small groups

Independent practice

Quick assessments

Materials have matching icons for routine & easy organization

Differentiation ideas



1.7 MINI-LESSON

There are 4 bears.



1



2



3



4

NEXT



When we counted, the last number we said was four. Four tells us that there are four bears.

I CAN...

I can count up to 5 objects.



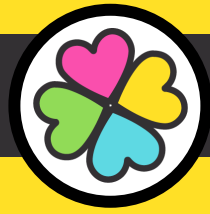
NEXT



Read and explain the objective to students.

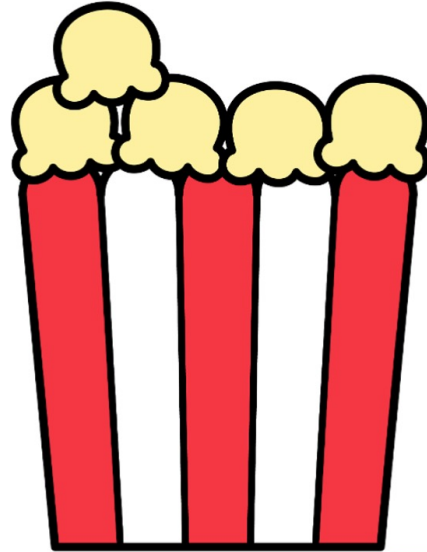
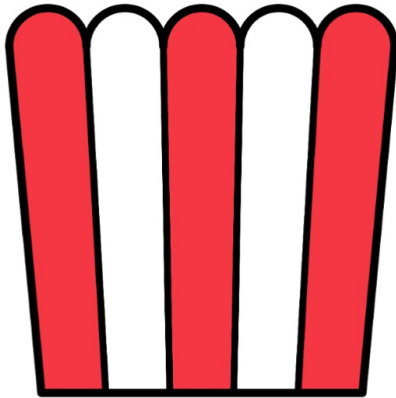
Guides students through each lesson with an easy-to-follow, attractive, kid-friendly format & theme

MINI LESSONS



1.6 MINI-LESSON

Which bucket has 0 popcorn inside?



NEXT



Let's count the popcorn in each bucket. Which bucket has zero popcorn?

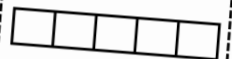
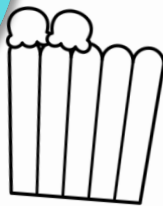


IS IT ZERO?

LESSON 1.6

COUNT AND IDENTIFY 0

Teacher Directions: Cut apart the flash cards and show one at a time. Students will give a thumbs up if the card represents zero. They will give a thumbs down if it



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Provides instruction & scaffolded practice with the skill.

HANDS-ON

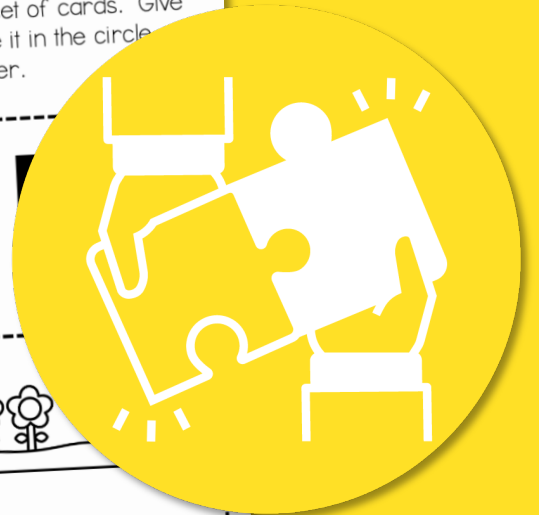
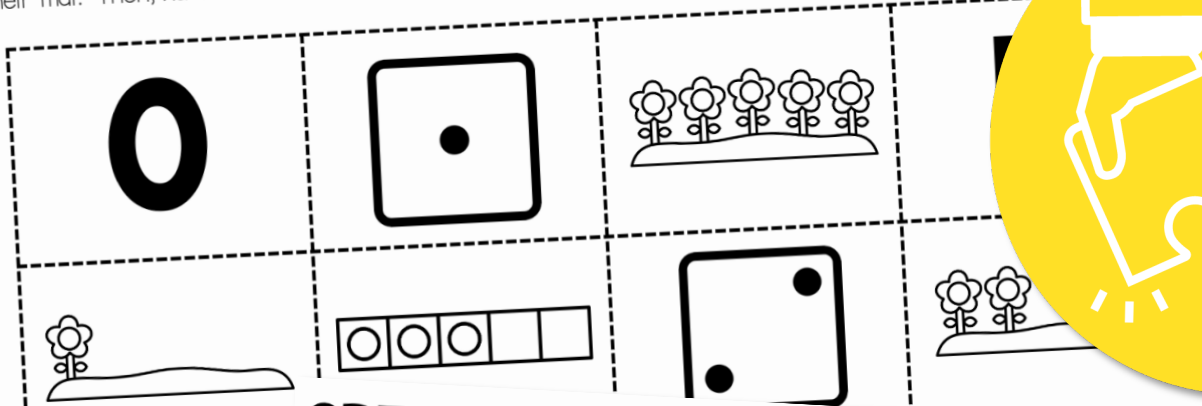


GREATER, LESS, OR EQUAL

LESSON 1.10

COMPARING NUMBERS 0-5

Teacher directions: Cut apart cards. Give each student a "Greater, Less, or Equal" mat and a set of cards. Give the students a focus number between 0 and 5 and have them use a dry-erase marker to write it in the circle on their mat. Then, have them choose 3 cards that are greater, less, and equal to the focus number.



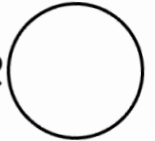
GREATER, LESS, OR EQUAL MAT

LESSON 1.10

COMPARING NUMBERS 0-5

Teacher directions: Copy on cardstock and laminate. Give each student a "Greater, Less, or Equal" mat and a set of cards. Give the students a focus number between 0 and 5 and have them use a dry-erase marker to write it in the circle on their mat. Then have them choose 3 cards that are greater than, less than, or equal to the focus number.

MY
NUMBER
IS:



**GREATER
THAN**

**EQUAL
(SAME AS)**

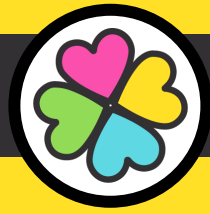
**LESS
THAN**

GREATER THAN	EQUAL (SAME AS)	LESS THAN

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Hands-on activities for students to practice the skill in fun ways in a small group or as a class

INDEPENDENT WORK



Name _____

LESSON 1.5
COUNT & WRITE 4-5

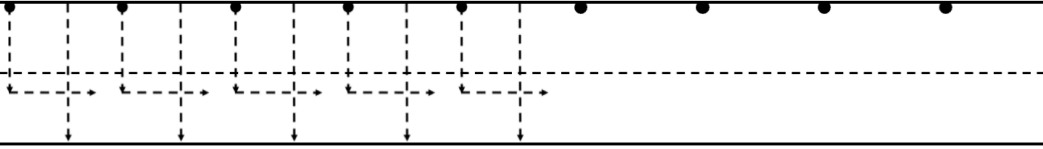
WRITING NUMBERS

 Trace and write the numbers.



Trace.

Write.

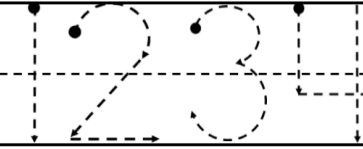


Trace.

Write.



Trace.

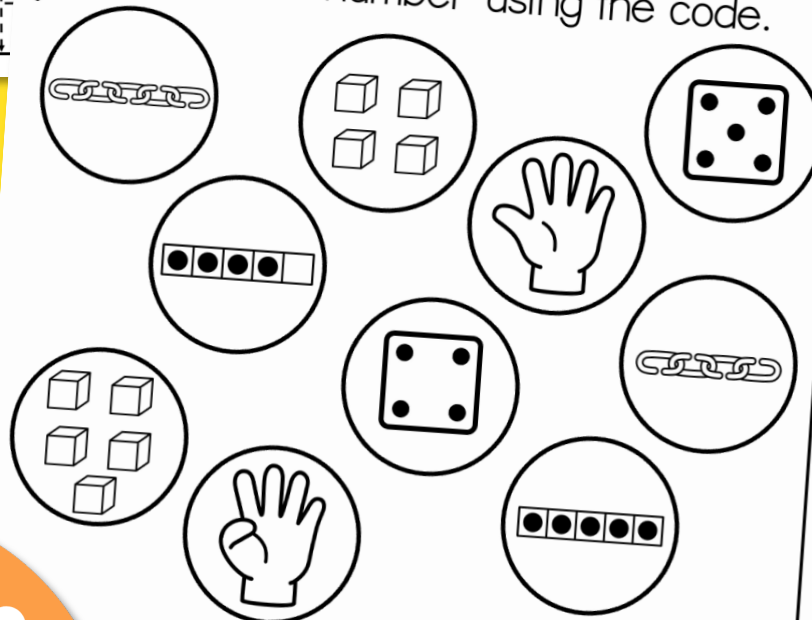



Name _____

LESSON 1.4
COUNT & IDENTIFY 4-5

FINDING 4 AND 5

 Color each number using the code.



red 

4

blue 

5

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Worksheets that align with the lesson skill provide opportunities for student independence and mastery.

CHECK UNDERSTANDING



LESSON 1.2
COUNT & IDENTIFY 1-3

Name _____

CHECK FOR UNDERSTANDING

Circle the number of fingers shown. _ / 2

	1 2		1 2 3
--	--------	--	-------------



LESSON 1.2
COUNT & IDENTIFY 0

Name _____

CHECK FOR UNDERSTANDING

Color the way to show zero in each box. _ / 2

--	--	--	--

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Half-page exit tickets are an easy check for understanding. This shows you an immediate picture of how students are doing. No more huge stacks of grading to sort through!

EXAMPLE MATERIALS



UNIT 1: NUMBERS 0-5		ROUTINES
LEARNING OBJECTIVE I can learn math routines.	MATERIALS 	<ul style="list-style-type: none"> □ Routine Teaching Slides (Use the slides and lesson plan to introduce math routines. You may wish to use Unit 1 or as a model for students.)
MATH CHAT The theme for each day will be different (see anchor chart) to use this time to think silently. When they know an answer, they will circle or show examples of what this looks like, and model for students.		<p>Math Chat: Introduce the first portion of a math lesson. You will do this for the first 10 minutes of each day. The theme for each day will be different (see anchor chart) to use this time to think silently. When they know an answer, they will circle or show examples of what this looks like, and model for students.</p> <p>Teacher Note: There are anchor charts in the Unit 1 math chat, show the themes for each day, and give suggestions. Choose which of these works best for your students.</p>
INDEPENDENT PRACTICE The next portion of the lesson is the mini-lesson. This portion is led by the teacher. This is when students are learning the material. Circle or show students what this looks like, and model for students.		<p>Hands-On Activity: The next portion of the lesson will be practice. This will look different for each lesson and will be based on student needs. The activity could be done on their own or in a small group with the teacher. As students work independently, the activity might be done in small groups their own. The activity will always be hands-on. Circle or show what this looks like, and model for students.</p>
INDEPENDENT PRACTICE The last portion of the lesson is independent practice. This will be a time for students to work on what they have learned. Circle or show examples of what this looks like, and model for students.		<p>Independent Practice: The last portion of the lesson is independent practice. This will be a time for students to work on what they have learned. Circle or show examples of what this looks like, and model for students.</p>
INTERVENTION Intervention activities will vary day by day. Model and explain these activities, each based on the activity and student needs.		<p>Intervention: Intervention activities will vary day by day. Model and explain these activities, each based on the activity and student needs.</p>
EXTENSION Extension activities will vary day by day. Model and explain these activities, each based on the activity and student needs.		<p>Extension: Extension activities will vary day by day. Model and explain these activities, each based on the activity and student needs.</p>

HOW MANY?

LESSON 1.7 COUNTING UP TO 5

Teacher Directions: Copy the counting mat on colored cardstock. Laminate the counting mat. Work with students individually (or in a small group) and give each student a counting mat and counting bears (or other manipulatives). Have students put a bear in each circle and count. Then, have them use their dry-erase marker to write the number that tells how many in the box.

	How many?	<input type="text"/>
	How many?	<input type="text"/>
	How many?	<input type="text"/>

Name _____

LESSON 1.7 COUNTING UP TO 5

CHECK FOR UNDERSTANDING

Count and write how many. _ / 2

	How many?	<input type="text"/>
	How many?	<input type="text"/>

Name _____

LESSON 1.7 COUNTING UP TO 5

CHECK FOR UNDERSTANDING

Count and write how many. _ / 2

	How many?	<input type="text"/>
	How many?	<input type="text"/>

Name _____

COLORING THINGS I TOUCH

Look at the number in the box. Then, color that number.

2	
4	
5	

Name _____

UNIT 1 NUMBERS 0-5

NUMBERS 0-5 ASSESSMENT

Color the way to show 0.

Color the number of pictures to match the number.	5	3	
Color the jar with the greater amount.	Color the jar with the less amount.		

Name _____

LESSON 1.2 COUNT & IDENTIFY 1-3

COLORING CUBES

Color the cubes to match the number.

Color 1 cube.

Color 2 cubes.

Color 3 cubes.

MATH CHAT EXPECTATIONS

- BE RESPECTFUL**
Treat everyone in our classroom with respect- including yourself. All answers are valid and we all learn from mistakes.
- THINKING TIME**
When a problem is shown, we won't shout out or talk about it yet. We will use silent thinking time to try and solve the problem on our own.
- TRY YOUR BEST**
Use quiet thinking time to try your best and solve the problem. Do not give up! Our goal is to learn and grow!
- STRATEGIES**
When you think of a way to solve the problem, give a thumbs-up at your chest. Keep thinking of new strategies and raise more fingers for more strategies.
- LET'S CHAT!**
Once we have had plenty of silent thinking time, we will share our strategies with the class and justify our thinking. All answers are shared and talked about because we all learn from mistakes (even teachers!).

MATH CHAT HAND SIGNALS

	I am thinking.
	I have an answer.
	I have more than one strategy.
	I agree!
	I have a different answer or strategy.

MATH CHAT CATEGORIES

MYSTERY NUMBER	Clues will be given and students have to figure out the number that is missing.
TRUE OR FALSE	Students will decide if the equation given is true or false.
REAL-WORLD	Students will work out real-world math problems.
THINK ABOUT IT	Students will solve thought-provoking math problems.
MATH IS FUN	Students will solve challenging math problems in a fun way!

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About Lucky Little Learners



Angie Olson has many years of classroom experience teaching grades kindergarten, first, and second grade. She earned her master's degree in mathematics and has presented for a variety of conferences at the national, state, and local levels. Over the years, Angie has employed teachers to help with Lucky Little Learners. She is proud of her talented team who strives to support the teaching community with her. Lucky Little Learners has created over 30,000 resources that are available in the All Access membership. Lucky Little Learners is also a top seller on Teachers Pay Teachers.

All Access Membership

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