KINDERGARTEN MATHEMATICS CURRICULUM

Course 50010

Kindergarten students will be learning the names of numbers and counting. They will explore quantities, the idea of putting together and taking apart. We will also explore and learn basics about some two and three dimensional shapes including making comparisons between different shapes. The foundations of measurement will be another topic with students engaging in concepts of length, area, weight, and time. Money concepts are also introduced in kindergarten. Students will also use a variety of tools such as number lines, counting blocks and other objects to help solidify their understanding of mathematical concepts.

KINDERGARTEN MATHEMATICS OUTLINE:

Goals	Skills	Summative Assessments	Time Frame	Main Resources
 Know number names and write and recite the count sequence. Identify and describe two- and three-dimensional shapes. Describe and compare attributes of length, area, weight, and capacity of everyday objects. Classify objects and count the number of objects in each category. Analyze, compare, create, and compose two- and three-dimensional shapes. 	 Apply one-to-one correspondence to count the number of objects. Apply the concept of magnitude to compare numbers and quantities. Use place value to compose and decompose numbers within 19. Extend the concepts of putting together and taking apart to add and subtract within 10. 	Mid-year and End of Year Benchmark Assessments	1-year	Everyday Math 4 th ed.

KINDERGARTEN MATHEMATICS MAP:

TIME	BIG IDEAS	CONCEPTS	ESSENTIAL	STANDARDS	OBJECTIVES	DIFFERENTIATION	ASSESSMENT
FRAME			QUESTIONS				
(Weeks 1-4)	 Mathematical relationships among numbers can be represented, compared, and communicated. Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Patterns exhibit relationships that can be extended, described, and generalized. Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. Measurement attributes can be quantified, and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise answer questions. Data can be 	 Measurement. ordering with direct and indirect comparison. Patterns: Describing simple number, sequential, and growing. Base-10 System Whole Numbers. Base-10 System Whole Numbers. Base-10 System Whole Numbers. Base-10 System Whole Numbers. Data Analysis: By sort and resort by attributes. Measurement: Ordering with direct and indirect comparison. Data Analysis: By sort and resort by attributes. Patterns: Describing simple number, sequential, and growing. Patterns: Describing simple number, sequential, and growing. Data Analysis; By sort and resort by attributes. Patterns: Describing simple number, sequential, and growing. Data Analysis; By sort and resort by attributes. Base-10 System Whole Numbers. Measurement: Ordering with direct and indirect comparison. Base-10 System Whole Numbers. Shapes and Solids: Describing and combining. Base-10 System 	 When we have more than 2 objects, how do we figure out which one is longest? Shortest? How do we identify a pattern? What happens when we take a group of numbers or objects apart or put them together? How do we know which number is larger or smaller? How do we know which number is larger or smaller? How do we sort this group of objects? What do we look at when you try to identify a shape? How do we sort this group of objects? Can you extend the pattern using sounds and motions? How do we sort this group of objects? How can we make this pattern grow? How do we sort this group of objects? How do we know which number is larger or smaller? When we have more than two objects, how do we figure out which is longest and shortest? 	 CC.2.1.K.A.1 Know number names and write and recite the count sequence. CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. CC.2.3.K.A.1 Identify and describe two- and three- dimensional shapes. CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects. 	 Compare and contrast paper lengths. Classify 5 different pattern blocks. Connect the multisensory counts to numbers. Connect the concept of zero, the word zero, and the numeral "0". Investigate the numbers 1-9 in a variety of activities. Compare attributes within the sorting realm. Make observation about volume through sand and water play. Construct and interpret a graph using birthday information. Compare and construct patterns through multisensory, experiential activities. Create a simple color patterns. Organize and sort coins. Develop a logical argument using counting skills through an oral counting game. Compare lengths. Identify numerals 1-10. 	1.1 Comparing hand and foot sizes; Comparing block structures 1.2 Reading books about patterns and quilts; Discussing a story about patterns 1.3 Playing Simon Says 1.4 Counting down with snacks; Reading a counting story; Counting down from higher numbers 1.5 Reading counting books 1.6 Singing about attributes; Reading about attributes; Sorting nature collections 1.7 Estimating container capacity 1.8 Reading birthday stories; Representing Earth's revolution 1.9 Reading books with patterns, Singing a patterned song 1.10 Creating patterns with natural objects 1.11 Using coins in a Feely Box or Feely Bag; Playing with money and banks 1.12 Counting on using number cards; Counting in computer games 1.13 Discussing the terms long and short; Reading a	Comparing tengins of two objects. Counting up to 10 objects. Recognizing numbers 1-10. Baseline Periodic Assessment Test 1. Count on by 1s 2. Count back by 1s 3. Count objects 4. Read numbers 5. compare and order numbers 6. compare sizes of objects 7. recognize two- dimensional geometric shapes 8. identify shapes having line symmetry 9. extend a pattern 10. use a rule to sort objects

	modeled and used	Whole Numbers	 How do we know 	· · · · · · · · · · · · · · · · · · ·		book and comparing	
	to make	Whole Humberg.	which number is			heights	
	inferences.	I I	larger or smaller?			1.14 Counting	
	 Patterns exhibit 	1	What do we look at			beans; Using Ten	
	relationships that	I I	when you try to			Frames	
	can be extended,	1	identify a shape?				
	described, and	1	What happens				
	generalized.	I I	when I take a				
	Geometric	I I	group of numbers				
	relationships can	1	(objects) apart or				
	be described,	1	put them together?				
	analyzed, and	Į	•				
	classified based on	Į					
	spatial reasoning	Į					
	and/or	1					
	visualization.	I I					
	 Mathematical 	I I					
	relationships	I I					
	among numbers	I I					
	can be	I I					
	represented,	I I					
	communicated	I I					
	 Numerical 	I					
		Į					
	calculations, and	Į					
	measurements can	Į					
	be estimated or	I I					
	analyzed by using	I I					
	appropriate	I I					
	strategies and	I I					
	tools.	Į					
	 Patterns exhibit 	Į					
	relationships that	I I					
	can be extended,	Į					
	described, and	I I					
	generalized.	Į					
Linit 2	Math are ation	1 Shana Collagos	Llow are anotial	00.24 K A 1	Differentiate	2.1 Pooding about	Identifying and
	 Mathematical relationships 	 Shape Collages Shapes by Eeel 	 How are spatial relationships 	CC.Z. I.N.A. I Know number names	Differentiate botwoon circlos	2.1 Reading about	noming a triangle
(VVEERS 5-8)	among numbers	2. Shapes by Leen 3. Which Way Do I	including shapes	and write and recite	triangles squares	shapes, Looking ion	and a circle
J-0)	amony numbers	G_{n}	and dimension	the count sequence	and rectangles	2 2 Printing or aluing	
	represented	4 Spin a Number	used to draw	the obuin sequence.	 Dovelon 	shapes: Nibbling	Counting up to 10
	compared, and	Game	construct, model.	CC.2.1.K.B.1	understanding of	Shapes	obiects.
	communicated.	5. Patterns All	and represent real	Use place value to	shapes using the	2.3 Reading	
	 Mathematical 	Around	situations to solve	compose and	sense of touch.	direction stories;	Reading numbers 1-
	relationships can	6. Playful Oral	problems?	decompose numbers	 Summarize spatial 	Singing directional	10.
	be represented as	Counting Games	 How can the 	within 19.	vocabulary and	songs	
	expressions,	Preparation for	application of the		concepts.	2.4 Counting on a	Identifying
	equations, and	Number Writing	attributes of	CC.2.2.K.A.1	 Investigate 	life-size game mat;	symmetrical objects.
	inequalities in	8. Matching Coin	geometric shapes	Extend concepts of	counting and	Playing Spin a	

mathematical	Game	support	putting together and	reading numbers	Number on the	Baseline Periodic
situations.	9. Number Board	mathematical	taking apart to add	1-10 using a game.	computer	Assessment Test
Patterns exhibit	10. Tricky Teens	reasoning and	and subtract within	Analyze	2.5 Going on a	
relationships that	11 Listen and Do	problem solving?	10	recognition of	pattern hunt	1 Count on by 1s
can be extended	(10-19)	How can data be		patterns through a	Building with	2. Count back by 1s
described and	12 Teen Partners	organized and	CC 2 3 K A 1	pattern search	patterns	3 Count objects
generalized	13 Estimation Jars	represented to	Identify and describe	activity	2.6 Singing counting	4 Read numbers
	14 Number Stories	provide insight into	two- and three-	Develop oral	songs: Reading	5 compare and
	Stage 1	the relationships	dimensional shapes	Develop of all counting skills	counting books	order numbers
calculations and	15 Symmetry	between	amenerera enapee.	through movement	2 7 Making	6 compare sizes of
monocurromonts con	Painting	quantities?	CC 23KA2	activition	sandnaper number	objects
he estimated or	16 Symmetry in		Analyze compare	activities.	rubbings: Preparing	7 recognize two-
applyzed by using	Nature	• How is	create and compose	Distinguish humber	cookie or modeling	dimensional
	Nature	to questify	two- and three-	writing through	dough	deometric shapes
appropriate stratogics and		to quantity,	dimensional shapes		2.8 Sorting coins:	8 identify shapes
		compare,	dimensional shapes.	formation activities	Making coin	baying line
ioois.		medel numbere?		iormation activities.	rubbings	symmetry
Interstreament				Compare coins	2.9 Counting with	9 extend a pattern
attributes can be		How can patterns		using a game.	concrete materials:	10 use a rule to sort
quantined, and		be used to		Connect the	Reading Bat	ohiects
estimated using				meaning of	lamboree	00,0013
		relationships in		numbers by	2 10 Plaving Teen	
non-customary				constructing a	Tangle: Playing room	
units of measure.				class number	counting games with	
Nathematical		How Is		board.	teens	
functions and		to guantify		Introduce and	2 11 Sequencing	
		to quantity,		practice with	teen cards in the	
		compare,		counting and	Math Center:	
multiple		medel numbere?		recognizing teen	Constructing teen	
representations				numbers.	buildings	
		HOW IS mothematics used		Reinforce oral	2.12 Creating paper	
		to guantifu		counting and	chains:	
- Dete con ho		to quantity,		recognizing teen	Representing tens	
Data Call be modeled and used		compare,		numbers through a	and ones	
to make		model numbers?		movement activity.	2.13 Comparing	
informace				Construct the	sizes to estimate:	
- Dottorno ovhibit		HOW IS mothematics used		concept that teen	Making handful	
Fallenis exhibit relationships that		to questify		numbers represent	estimates	
can be extended		to quantity,		"TO and some	2.14 Modeling	
described and		compare,		more".	number stories;	
described, and		model numbers?		Formulate the	Drawing and writing	
		How in		concept of	number stories	
		• 10W IS		estimation.	2.15 Making fold-	
he described		to quantify		Introduce addition	and-cut symmetrical	
analyzed and		compare		and subtraction	shapes; Creating	
classified based on		represent and		number stories.	symmetrical faces	
spatial reasoning		model numbers?		Construct the	2.16 Finding	
and/or				concept of	symmetrical objects	
visualization		 HOW IS mathematica used 		symmetry.	in books; Sorting	
Mathematical		to quantify		Develop	natural objects	
 iviaurematical rolationships 		compare		understanding of		
relationships		compare,		symmetry by		1

	 among numbers can be represented, compared, and communicated. Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. Patterns exhibit relationships that can be extended, described, and generalized. 		 represent, and model numbers? How is mathematics used to quantify, compare, represent, and model numbers? How is mathematics used to quantify, compare, represent, and model numbers? What does it mean to estimate or analyze numerical quantities? Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. How are relationships 		looking for symmetry in natural objects.		
			How are relationships represented mathematically?				
Unit 3 (Weeks 9-12)	 Mathematical relationships among numbers can be represented, compared, and communicated. Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. 	1. Number Books 2. Macaroni Necklaces 3. Roll and Record 4. The Pan Balance 5. Domino Concentration Game 6. Monster Squeeze Game 7. Measurement with Objects 8. Pocket Problems 9. Number Card Games 10. Probability	 How is mathematics used to quantify, compare, represent, and model numbers? How can patterns be used to describe relationships in mathematical situations? How is mathematics used to quantify, 	CC.2.1.K.A.1 Know number names and write and recite the count sequence. CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. CC.2.1.K.B.1 Use place value to compose and decompose numbers	 Practice writing and representing numbers. Practice creating and describing patterns through an art project. Construct a graph by reviewing counting and number recognition. Distinguish that a pan balance is a tool used to 	3.1 Writing on backs; Writing on slates 3.2 Making pattern prints; Creating pattern strips 3.3 Varying Roll and Record; Playing Dice Race 3.4 Understanding heavier and lighter; Comparing weights of natural objects; Predicting and testing weights of	Drawing correct quantities of items to represent numbers. Creating, describing, and extended patterns. Counting 1-12 objects. Recognizing numbers. Counting numbers
	 Patterns exhibit relationships that 	11. Probability Tray	compare, represent, and		compare weights of objects.	3.5 Matching	11-20.

can be extended,	12. Pan Balance 2:	model numbers?	CC.2.2.K.A.1	 Match numbers of 	dominoes and	Comparing numbers
described, and	Leveling	What makes a tool	Extend concepts of	dots to written	number cards;	11-20.
generalized.	13. Train Games	and/or strategy	putting together and	numbers by	Playing dominoes	
Numerical	14. Favorite Colors	appropriate for a	taking apart to add	plaving a game.	3.6 Making	
quantities	Graph	given task?	and subtract within	 Distinguish number 	symmetrical	
calculations and	15 Count by 10s		10	relationships and	monsters: Plaving	
measurements can	16 Teen Frame	• How is	10.	number recognition	Monster Squeeze	
he estimated or	Game	to questify	CC24KA1	through playing a	(Mini Version)	
analyzed by using	Game	to quantity,	Describe and	anna	3.7 Peading about	
		compare,	compare attributes of	game.	measurement:	
appropriate		represent, and	longth area woight	Use measuring	Moosuring blue	
strategies and		model numbers?	and apposity of	techniques by	wholes with hody	
tools.		What makes a tool	and capacity of	using nonstandard	whates with body	
Measurement		and/or strategy	everyday objects.	measuring	Measures,	
attributes can be		appropriate for a	00041644	devices.	Measuring with	
quantified, and		given task?	CC.2.4.K.A.4	 The student will 	different units	
estimated using		 Why does "what" 	Classify objects and	gain understanding	3.8 Playing with	
customary and		we measure	count the number of	of addition and	pockets and	
non-customary		influence "how" we	objects in each	subtraction using	counters; Playing	
units of measure.		measure?	category.	concrete	addition and	
 Mathematical 		How is		experiences.	subtraction	
relations and		mathematics used		The student will	computer games	
functions can be		to quantify.		count and	3.9 Playing with	
modeled through		compare.		sequence numbers	number cards;	
multiple		represent, and		0-20 through game	Tracing numbers	
representations		model numbers?		play.	3.10 Understanding	
and analyzed to		How is		The student will	certain and	
raise answer		mathematics used		interpret basic	impossible; Using	
questions.		to quantify		probability	probability	
 Data can be 		compare		language	vocabulary; Creating	
modeled and used		represent and			class probability	
to make		model numbers?		• Develop	collages	
inferences				probability through	3.11 Playing Stick	
 Patterns exhibit 		• How call		probability through	Pick-Up	
relationships that		doto opolygia bo		Select activities.	3.12 Reading a book	
can be extended				Use the pan	about weight;	
described and		used to make		balance to weigh	Weighing objects	
dependized				and balance	with nonstandard	
• Coomotric		How can		objects.	units	
		probability and		Practice counting	3.13 Making a train	
he described		data analysis be		and concrete	of children; Counting	
be described,		used to make		addition and	passengers on a	
allaryzeu, allu		predictions?		subtraction through	train	
		What makes a tool		game play.	3.14 Graphing hat	
spallar reasoning		and/or strategy		Construct and	colors: Learning	
allu/ul		appropriate for a		analyze a bar	color names in	
		given task?		graph.	different languages	
		How is		 The student will 	3.15 Reading a book	
relationships		mathematics used		skip count by 10's.	about counting by	
among numbers		to quantify,		 Practice teen 	10s: Counting to	
can be		compare,		numbers through	rhythms and music	
represented,		represent, and		game play.	3 16 Using a 10 die	
compared, and		model numbers?				

	 communicated. Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. Patterns exhibit relationships that can be extended, described, and generalized. 		 How can data be organized and represented to provide insight into the relationship between quantities? How is mathematics used to quantify, compare, represent, and model numbers? How is mathematics used to quantify, compare, represent, and model numbers? 				
Unit 4 (Weeks 13-16)	 Mathematical relationships among numbers can be represented, compared, and communicated. Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Patterns exhibit relationships that can be extended, described, and generalized. Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. Measurement attributes can be quantified, and 	 Number Line Mathematics Top-It Card Games The Pattern-Block Template The Addition Symbol (+) Follow My Pattern Interrupted Counts Follow My Pattern Interrupted Counts Roll and Record with Two Dice Body and Rope Shapes Shape Comparisons The Subtraction Symbols (-) Slate Activities Introduction to Attribute Blocks "What's My Rule?" Fishing Game Number Stories, Stage 2 Two-Digit Numbers 	 What makes a tool and/or strategy appropriate for a given task? How is mathematics used to quantify, compare, represent, and model numbers? How can patterns be used to describe relationships in mathematical situations? How can recognizing repetition or regularity assist in solving problems more efficiently? How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? 	CC.2.1.K.A.1 Know number names and write and recite the count sequence. CC.2.2.K.A.1 Extend concepts of putting together and taking apart to add and subtract within 10. CC.2.3.K.A.1 Identify and describe two- and three- dimensional shapes. CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three- dimensional shapes. CC.2.4.K.A.4 Classify objects and count the number of objects in each category.	 Develop addition and subtraction strategies using a walk-on number line. Make number comparisons through game play. Identify and use pattern block template. Use the addition symbol using counters constructing number stories. Create, extend, and describe patterns. Practice interrupted counting. Practice using the calculator by reading and entering numbers. Construct a graph using probability and addition. Deepen understanding of shapes through 	 4.1 Playing number line games; Playing Hopscotch 4.2 Playing Addition Top-It; Playing number card games 4.3 Creating Pattern- Block Template creatures 4.4 Reading "The Gingerbread Boy"; Playing the Growing Train Game 4.5 Playing Pattern Cover Up 4.6 Saying an interrupted alphabet; Playing oral counting games 4.7 Practicing 2-digit number recognition; Investigating the solar cell; Playing with calculators 4.8 Drawing a 10- part bug 4.9 Reviewing basic shapes; Creating shape outlines 4.10 Reading Grandfather Tang's Story; Using 	Compare numbers 0-20. Creating, extending, and describing patterns. Counting by 1's to 30. Counting backward. Recognizing and naming basic shapes. Sorting according to color, shape, and size. Mid-Year periodic Assessment 1. Count on by 1s. 2. Count back by 1s. 3. Count on by 5s and 10s. 4. Count objects. 5. Estimate the number of objects in the collection. 6. Model numbers

1					
	estimated using		cooperative	geoboards and	with manipulatives.
	customary and		movement activity.	tangrams	7. Read and write
	non-customary		 Compare and 	4.11 Solving	(or dictate) two digit
	units of measure.		contrast 2-D	subtraction pocket	numbers.
	 Mathematical 		shapes.	problems; Playing	8. Compare and
	relations and		 Practice using the 	the Disappearing	order numbers.
	functions can be		subtraction symbol	Train Game	9. Solve number
	modeled through		using counters and	4.12 Learning	stories. Identify,
	multiple		number stories.	number-writing	join, and take away
	representations		 Show number 	songs and thymes:	situations.
	and analyzed to		writing using slate	Practicing with	10. Describe events
	raise answer		boards or paper	spinners and dice:	using basic
	questions		 Clossify attribute 	Plaving with slates	probability terms
	• Data can bo			4 13 Reading 3 Little	11 Use non-
	Data call be modeled and used		DIOCKS.	Firefighters: Plaving	standard tools and
	to make		 Investigate objects 	Simon Save	tochniquos to
	to make		using sorting	4 14 Ploving Who	lectimate and
	Inferences.		rule(s).	4.14 Flaying Who	estimate and
	Patterns exhibit		 Use addition and 	Am I Thinking OI?,	compare weight and
	relationships that		subtraction	Playing what's My	length.
	can be extended,		symbols to create	Rule? Fishing with	12. Identity plane (2-
	described, and		number stories.	attribute blocks	dimensional) figures.
	generalized.		 Read and 	4.15 Acting out	13. Identify shapes
	Geometric		represent 2-digit	number stories;	having line
	relationships can		numbers.	Playing the Growing	symmetry.
	be described,			and Disappearing	14. Extend,
	analyzed, and			Train Game	describe, and create
	classified based on			4.16 Building	patterns.
	spatial reasoning			numbers with 10s	15. Use a rule to
	and/or			and 1s; Playing	sort objects.
	visualization			Bingo; Reading	
	Mathematical			calculator numbers	
	relationships				
	among numbers				
	can be				
	represented				
	compared and				
	communicated				
	Communicated.				
	quantities,				
	calculations, and				
	measurements can				
	be estimated or				
	analyzed by using				
	appropriate				
	strategies and				
	tools.				
	Patterns exhibit				
	relationships that				
	can be extended,				
	described, and				
	generalized.				

Unit 5	 Mathematical 	1. Order of Daily	How is	CC.2.1.K.A.1	 Sequence daily 	5.1 Comparing	Sequencing and
(Weeks	relationships	Events	mathematics used	Know number names	events	schedules; Making	describing time
17-20)	among numbers	2. Patterns with Craft	to quantify,	and write and recite	 Create, extend. 	life timelines	periods of the day.
	can be	Sticks	compare,	the count sequence.	and describe visual	5.2 Finding patterns	
	represented,	3. Find The Block	represent, and	-	patterns	in a book; Making	Reading and writing
	compared, and	Game	model numbers?	CC.2.1.K.A.3	 Distinguish 	toothpick patterns;	2-digit numbers.
	communicated.	4. Guess My Number	What makes a tool	Apply the concept of	multiple attributes	Working with	
	 Mathematical 	Game	and/or strategy	magnitude to	to identify and	patterns on the	Making responsible
	relationships can	5. Count with	appropriate for a	compare numbers	describe objects	computer	estimates.
	be represented as	calculators	given task?	and quantities.	Develop	5.3 Reading I Spy	
	expressions,	Measurement with	 Why does "what" 		awareness of	books; Playing I Spy	Answering questions
	equations, and	Children's Feet	we measure	CC.2.3.K.A.2	equivalent names	5.4 Creating a	based on a graph.
	inequalities in	7. How Big Is a	influence "how" we	Analyze, compare,	for numbers	number tree; Playing	
	mathematical	Foot?	measure?	create, and compose	through game play	a missing number	Mid-Year periodic
	situations.	8. Count by 5s	How can	two- and three-	 Count forward and 	game	Assessment
	 Patterns exhibit 	9. Introduction of	mathematics	dimensional shapes.	backward using a	5.5 Reading about a	
	relationships that	Tally Marks	support effective		calculator	"Quack-U-Lator"	1. Count on by 1s.
	can be extended,	10. The Raft Game	communication?	CC.2.4.K.A.1	 Measure objects 	5.6 Measuring with	2. Count back by 1s.
	described, and	11. Standard and		Describe and	using feet	paces; Measuring	3. Count on by 5s
	generalized.	Nonstandard Feet		compare attributes of	Develop	block buildings	and 10s.
	 Numerical 	12. I ools for		length, area, weight,	understanding of	5.7 Reading about	4. Count objects.
	quantities,	Measuring Length		and capacity of	standard	animai feet;	5. Estimate the
	calculations, and	13. Pet Bar Graph		everyday objects.	measurement units	Comparing reet	number of objects in
	measurements can	Como		CC 24 K A 4	through activities	5.6 Reading about	Conection.
	be estimated or	45 Introduction to		Classify objects and	 Skip count by 5's 	Counting by 55, Making a handprint	o. Woder numbers
	analyzed by using	the Number Grid		count the number of	 Count and record 	display: Listoning	7 Pood and write
	appropriate	16 Number Grid		count the number of	groups of 5 using	and counting with	(or dictate) two digit
	strategies and	Soarch Gamo		objects in each	tally marks	and counting with	
	tools.	Search Game		category.	 Count by 5's 	5.9 Telling the	8 Compare and
	Measurement				through game play	"Sleenv Snake"	order numbers
	attributes can be				 Construct need for 	story: Counting with	9 Solve number
	quantified, and				using standard	tally cards	stories Identify
	estimated using				units of	5.10 Playing a	ioin, and take away
					measurement	beans and planks	situations.
	upite of modeuro				 Distinguish 	game: Plaving	10. Describe events
	 Mathematical 				different measuring	Penny-Nickel	using basic
	 Mathematical relations and 				tools	Exchange	probability terms.
	functions can be				 Construct and 	5.11 Reading Inch	11. Use non-
	modeled through				interpret bar graph	by Inch; Measuring	standard tools and
	multiple				 Distinguish 	outside	techniques to
	representations				multiple attributes	5.12 Reading	estimate and
	and analyzed to				of attribute blocks	Building a House;	compare weight and
	raise answer				 Illustrate number 	Measuring long	length.
	questions				grid	chains	12. Identify plane (2-
	Data can be				 Use number grid to 	5.13 Researching	dimensional) figures.
	modeled and used				develop	pets; Writing pet	13. Identify shapes
	to make				understanding of	stories	having line
	inferences.				number sequence	5.14 Describing	symmetry.
	 Patterns exhibit 				and patterns	blocks with multiple	14. Extend,
	relationships that					attributes; Making	describe, and create
						attribute trains	patterns.

	 can be extended, described, and generalized. Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Mathematical relationships among numbers can be represented, compared, and communicated. Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. Patterns exhibit relationships that can be extended, described, and 					5.15 Reading How the Stars Fell into the Sky; Using write on/wipe off number grids 5.16 Playing the Number-Grid Game; Playing a mini Number-Grid Search Game	15. Use a rule to sort objects.
Unit 6 (Weeks 21-24)	 generalized. Mathematical relationships among numbers can be represented, compared, and communicated. Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Patterns exhibit relationships that can be extended, described, and 	 Introduction of the Penny Introduction of the Nickel Solid Shape Museum Counts to Measure Time Surveys and Graphs I Spy with Shapes I Spy with Shapes Introduction of the Dime Coin Exchanges Comparison Number Stories Count by 2s Divide Groups in Half 	 What characteristics do we use to identify coins? How is a 2- dimensional shape differ from a 3- dimensional shape? When given a graph how do we interpret the information provided? What does it mean to skip count and can you provide an example? 	CC.2.1.K.A.1 Know number names and write and recite the count sequence. CC.2.3.K.A.1 Identify and describe two- and three- dimensional shapes. CC.2.4.K.A.4 Classify objects and count the number of objects in each category.	 Classify the penny Classify the nickel Categorize three dimensional shapes Count to measure time Conduct a survey and graph results Distinguish 2-D and 3-D shapes through game play Classify the dime Exchange pennies, nickels, and dimes Compare using number stories Skip count by 2's Divide groups in 	6.1 Reading about pennies; Making penny rubbings; Buying penny snacks 6.2 Making nickel rubbings; Playing Penny-Nickel Exchange; Playing store 6.3 Reading a 3- dimensional adventure; Playing Stand Up If; Identifying block shapes 6.4 Discussing "The Tortoise and the Hare"; Timing other	Counting by 10's Identifying pennies, nickels, dimes Using nonstandard measuring tools and units to measure length Using attribute rules to find objects Using basic probability terms

generalized.	12. Read My Mind	 What are the 		half	activities	
Numerical	Game	different parts of a		 Organize attribute 	6.5 Making concrete	
quantities.	13. Tools for	clock and what do		clues and rules	graphs; Reading	
calculations, and	Measuring Time	they tell us?		through game play	about surveys	
measurements can	14. Skip Čount with	 How do I skip 		Measure short	6.6 Going on a	
be estimated or	Calculators	count with a		periods of time	shape scavenger	
analyzed by using	15. Symbolic	calculator?		using tools	hunt: Making a solid	
appropriate	Representations of			 Skip count using a 	shapes book:	
strategies and	Patterns			 Skip count using a calculator 	Feeling for shapes	
tools	16 Division of Whole				6 7 Making dime	
. Magguramont	Objects into Halves			Compare and	rubbings: Plaving	
• Weasurement				construct patterns	Penny-Dime	
aunputes can be				Using symbols	Exchange:	
				Divide whole	Comparing coins by	
estimated using				objects into half	fool	
					6.8 Playing	
non-customary					exchange games	
units of measure.					and making an	
 Mathematical 					anu maniny an	
relations and					Making and	
functions can be					recording coin	
modeled through						
multiple						
representations					0.9 Acting out	
and analyzed to					Companson stones,	
raise answer						
questions.					6 10 Deading and	
 Data can be 					6.10 Reading and	
modeled and used					Counting by 2s;	
to make					Marking 2s on	
inferences.					write on/wipe on	
 Patterns exhibit 					number grids	
relationships that					6.11 Sharing	
can be extended,					COOKIES Equally;	
described, and					Playing Cover Haif	
generalized.					6.12 Making	
 Geometric 					Attribute collages;	
relationships can					Playing Guess	
be described,						
analyzed, and					o. 15 Exploring tooks	
classified based on					nor unning, Timing	
spatial reasoning					minutes and half	
and/or					6 14 Solving	
visualization.					0.14 SUIVING	
 Mathematical 					problems using skip	
relationships					counting, Skip	
among numbers					counting by other	
can be					A 15 Dioving	
represented,					0.15 Playing	
compared, and					Making a patterns;	
communicated.					waking a pattern	
Numerical					DOOK	
			1			

	 quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. Patterns exhibit relationships that can be extended, described, and generalized. 					6.16 Reading about dividing things; Making half-and-half pizzas	
Unit 7 (Weeks 25-28)	 Mathematical relationships among numbers can be represented, compared, and communicated. Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Patterns exhibit relationships that can be extended, described, and generalized. Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. Measurement attributes can be quantified, and estimated using customary and non-customary units of measure. Mathematical relations and 	 Money Cube Game Class Collections Class Number Story Book Marshmallow and Toothpick Shapes Introduction of the Quarter Dice Addition Games Late-in-the-Year Counting 10s and 1s with Craft Sticks Name Collections with Craft Sticks Number Scrolls Decade Count Plus or Minus Game Double Digits with Dice Numbers in Sequence "What's My Rule?" with Patterns Bead String Name Collections 	 How can we create a graph based on the data that we have received from a survey? What happens when we take a group of numbers or objects apart or put them together? How do I sort these coins? How is mathematics used to quantify, compare, represent, and model numbers? Why does "what" we measure influence "how" we measure? 	CC.2.1.K.A.1 Know number names and write and recite the count sequence. CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities. CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19. CC.2.2.K.A.1 Extend concepts of putting together and taking apart to add and subtract within 10. CC.2.3.K.A.2 Analy ze, compare, create, and compose two- and three- dimensional shapes.	 Practice and show how to exchange coins Show how to collect data Create a class number story book Build 2-D and 3-D shapes Classify a quarter Modify addition skills through game play Reinforce counting skills through oral counts Use craft sticks to represent place value Explore equivalent names for numbers Create a number scroll Count and record through routine Identify addition and subtraction symbols through game play Compare and build 2-digit numbers Compare and identify pattering rules through game play 	7.1 Reviewing coin exchanges; Playing Money Grid; Using coins in games 7.2 Collecting recyclables; Making an art project 7.3 Reading a book of number stories; Writing number models for pocket problems and train games; Making individual number story books 7.4 Drawing with shapes; Making shapes with straws 7.5 Playing Money Cube with quarters; Making quarter rubbings; Comparing coins by feel 7.6 Reading an addition story; Playing Dice Race 7.7 Skip counting; Playing counting games 7.8 Using coins to represent 10s and 1s; Generating and representing numbers 7.9 Playing Guess My Number; Representing numbers with	Identifying names and values of coins Identifying addition and subtraction stories Using +, -, and = symbols to represent number stories Modeling half of a collection Adding small numbers Using manipulatives to model numbers and make exchanges Comparing and ordering numbers

	functions can be				Use objects to	connecting cubes	
	modeled through				show equivalent	7.10 Plaving games	
	multiple				names for	on the number grid:	
	representations				numbers	Number scrolling:	
	and analyzed to				Hamboro	"Counting On" using	
	raise answer					calculators	
	questions					7 11 Pepresenting	
	Questions.					dooodo oounto with	
	Data can be					decade counts with	
	modeled and used					Sticks, Using a	
	то таке					computer game to	
	interences.					explore place value	
	 Patterns exhibit 					7.12 Playing Plus	
	relationships that					and Minus Steps;	
	can be extended,					Playing Clear the	
	described, and					Board and Cover the	
	generalized.					Board	
	 Geometric 					7.13 Building	
	relationships can					Numbers as 10s and	
	be described,					1s; Playing Number-	
	analyzed, and					Grid Grab; Entering	
	classified based on					and comparing	
	spatial reasoning					numbers on the	
	and/or					calculator	
	visualization.					7.14 Playing High,	
	Mathematical					Low; Making a	
	relationships					grocery list	
	among numbers					7.15 Making	
	can be					movement patterns	
	represented					in a song: Identifving	
	compared and					patterns in stories	
	communicated					and songs	
	. Numerical					7.16 Reading about	
						name collections:	
	quantities,					Making different	
	calculations, and					buildings with the	
	measurements can					same number of	
	be estimated or					blocks	
	analyzed by using					bioono	
	appropriate						
	strategies and						
	tools.						
	 Patterns exhibit 						
	relationships that						
	can be extended,						
	described, and						
	generalized.						
Unit 8	 Mathematical 	1. Ones, Tens,	 What different 	CC.2.1.K.A.1	 Distinguish place 	8.1 Practicing	Exchanging 1s for
(Weeks	relationships	Hundreds Game	ways can we show	Know number names	value through	making bundles;	10s for 100s
29-32)	among numbers	2. How Long is an	an hour?	and write and recite	game play	Playing Paper	
	can be	Hour?	 What is the 	the count sequence.	Interpret time to	Money Exchange	Representing
	represented,	3. The Hour-Hand	purpose and how		the hour	Game	equivalent names
	compared, and	Clock	can I use a	CC.2.1.K.A.2		8.2 Ordering time	for numbers
			1	1	 Compare analog 	-	1

communicated	4 High Roller Game	function machine	Apply one-to-one	and digital clocks	intervals: Marking	
Mathematical	5. Introduction to	box?	correspondence to	Count with addition	time in different	Applying rules to
relationships can	Function Machines	When we have	count the number of	through game play	ways	complete number
be represented as	6 Number	more than two	objects		8.3 Drawing daily	pairs
expressions	Gymnastics Game	objects how do we	00,000	Use and show how	events: Reading The	pano
equations and	7 Introduction of the	figure out which is	CC 2 1 K A 3	a function machine	Groucy Leadybug:	Identifying 2-and 3-
inequalities in	\$1 Bill	heaviest and	Apply the concept of	works	Plaving Walk around	dimensional shapes
mathematical	8 One-Dollar Game	lightost2	magnitude to	 Manipulate 	the Clock: Making a	annenelenar enapee
cituations	9 Name Collection	iiginest?	compare numbers	numbers through	human clock	Identifying addition
- Dottorno ovhibit	Posters		and quantities	game play	8 / Plaving High	and subtraction
Fallerins exhibit	10 "What's My		and quantities.	Exchange coins	Poller: Playing High	situations
	Pule?" What's My			through game play	Roller with	Situations
can be extended,	Numbers					Lleing , and –
described, and	11 Hour-Hand		compose and	Interpret equivalent	8.5 Acting as	symbols to model
generalized.	Minute Hand Story		docomposo numbors	number names	function machines:	symbols to model
Numerical	12 Time Motob		within 10	through activity	Applying skip	number stones
quantities,	Como		within 19.	 Identify function 	Applying skip-	Concrating
calculations, and	12 Missing Number		CC 22K A 1	rules through	Ling function	
measurements can	Drobleme		CC.2.2.K.A.1	game play	Using function	for numbers
be estimated or	14 Number Stories		Exterio concepts of	Practice with	8 6 Dissing Number	
analyzed by using	14. Number Stones		toking opert to odd	minute hand	Crid Croby	Llaing addition and
appropriate	15 Don Polonoo with		and subtract within	- Brootion tolling	Boording Number	USING AUGILION AND
strategies and	15. Fall Balance with			Fractice tening		subilatellon to
tools.	011101111 Weights		10.	ume through game	Numbero	generale equivalent
Measurement			CC 24 K A 1	play	Numbers	names for numbers
attributes can be	the \$10 Bill		CC.2.4.K.A.1	 Find missing 	o.7 Reading a dollar	
quantified, and			Describe and	number through	story, Making	
estimated using			compare attributes of	game play		Find of yoor Dariadia
customary and			lengin, area, weight,	Show number	o.o Reading money	And of year Periodic
non-customary			and capacity of	stories using a	stones; Playing	Assessment
units of measure.			everyday objects.	calculator	exchange games	4. Count on hudo
 Mathematical 					8.9 Reading about	T. Count on by TS
relations and			CC.2.4.K.A.4		equivalent names for	2. Count book by 1o
functions can be				units with a pair	numbers, Finding	2. Count back by 15
modeled through			count the number of	balance	equivalent dominoes	2. Count on hu Do
multiple			objects in each	 Classify 10\$ bill 	8.10 Solving what's	3. Count on by 2s,
representations			category.		My Rule? with a	os, and tus
and analyzed to					partner	1 October all in the
raise answer					8.11 Exploring the	4. Count objects
questions.					length of a minute;	C Catingata the
 Data can be 					Adding clocks to the	5. Estimate the
modeled and used					dally schedule	number of onbjects
to make					8.12 Playing Time	in a collection
inferences.					Match with cards	
 Patterns exhibit 					faceup; Studying	6. Model numbers
relationships that					clocks; Playing Time	with manipulatives
can be extended,					Match	
described, and					8.13 Modeling	7. Exchange 1s for
generalized.					missing-number	TUS and TUS for 100
Geometric					problems on a walk-	0 Deed an description
relationships can					on number line;	o. Read and write
be described.					Using number-model	(or dictate) 2-digit
	1	1	1		cards	numbers

analyzed, and			8.14 Creating	
classified based on			number stories for	9. Use
spatial reasoning			pictures; Reading	manipulatives to
and/or			the class number	model half of a
visualization.			story book	region or collection
 Mathematical 			8.15 Illustrating	
relationships			heavier and lighter;	10. Give equivalent
among numbers			Weighing dry or wet	names for numbers
can be			sponges; Weighing	
represented,			snack food; Using	11. Compare and
compared, and			other nonstandard	order numbers
communicated.			weights	
 Numerical 			8.16 Playing the	12. Solve number
quantities,			Advanced Paper	stories. Identify join
calculations, and			Money Exchange	and take-away
measurements can			Game; Adding dollar	situations. Read
be estimated or			amounts on a	and write
analyzed by using			calculator	expressions and
appropriate				number sentences
strategies and				using the symbols +,
tools.				-, and =.
 Patterns exhibit 				
relationships that				13. Use graphs to
can be extended,				answer simple
described, and				questions
generalized.				
				14. Describe events
				using basic
				probability terms
				15. Use
				nonstandard tools
				and techniques to
				estimat and
				compare weight and
				length
				16. Identify pennies,
				nickles, dimes,
				quarters, and dollar
				DIIIS.
				17. Identity standard
				measuring tools.
				40 Decentil
				18. Describe and
				use time periods
				relative to a day and
				WEEK.
				10 Identific 0
				19. Identify 2-
		1		aimensional shapes

				and 3-dimensional solids
				20. Identify shapes having line symmetry
				21. Extend, describe, and create patterns
				22. Use a rule to sort objects
				23. Use rules for "What's My Rule?' Fishing.