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| AL COS Standards[www.alsde.edu](http://www.alsde.edu) | Month skills will be introduced  | Dates Taught | Date Tested | Resources | Vocabulary | % Mastery | Names of Students with Non-Mastery |
| 1. Count in sequence by ones from 1 to 30 and backwards from 10 to 0.
* Identifying the quantity of a given set of objects from 0 to 20
* Identifying the numeral that represents a given set of objects
* Identifying numerals 0 through 20 in sequential and nonsequential order
 |  October |  |  MarchMay |   **Harcourt****Textbook**Chapter 3Lessons 5 – 7Chapter 4Lessons 1-3, 6Chapter 6 Lessons 2,3,5,7,8Teacher Created**Optional Resources:**AMSTITeacher HelperIXLmath.comPetespowerpoints.comDrops in a Bucket | NumeralNumbersIdentifyIn orderSequenceBackwards |  |  |

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| 1. Demonstrate concepts of number sense by using one-to-one correspondence; comparing sets of objects up to 10 using vocabulary terms, including *more than*, *less than*, *most*, or *least*; and recognizing that the quantity remains the same when the spatial arrangement changes.
* Composing and decomposing numbers 1 through 10

 *Examples: composing―recognizing* *that 4 and 1 is equal to 5*  *decomposing―recognizing 5 as* *being represented by 2 and 3* * Estimating the number of objects in sets that contain up to 20 objects
 | January |  | MarchMay(entire standard) | **Harcourt Textbook**Lessons3.13.23.3Teacher Created3.9 | More thanLess thanMostLeastEqualEstimateAbout how many |  |  |
| 1. Demonstrate addition and subtraction processes needed to solve single-digit problems using authentic situations.

 Examples: *There are 2 girls and 3* *boys sitting at the blue table. What* *is the total number of children*  *sitting at the blue table? Answer:* *There are 5 children sitting at the*  *blue table. There are 6 birds on a*  *tree. A squirrel chases 2 birds away.* *How many birds are left? Answer:*  *There are 4 birds left on the tree.* * Illustrating conceptual understanding of joining and separating sets using a variety of materials
 | March |  | May | **Harcourt****Textbook**Chapters 11 – 12Teacher Created | AddSubtractTotalHow many are left?In allAll togetherMinus – Take awayPlusTake away |  |  |

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| 1. Identify coins by name, including penny, nickel, dime, and quarter.
 | February |  | MarchMay | **Harcourt****Textbook**Chapter 8Lessons 1,2,3 |   MoneyCoins₵PennyNickelDimeQuarter |  |  |
| 1. Recognize that a whole object can be divided into parts.
* Distinguishing parts of a whole as equal or not equal
 | December |  | MarchMay | **Harcourt Textbook**Chapter 5Lessons6**, 7**Teacher Created | DivideEqualWholeNot equalPart |  |  |

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| 1. Explain criteria used to sort objects.

 Examples: shape, size, color  | September |  | OctoberDecemberMay | **Harcourt Textbook**Chapter 1Lessons 6,7TeacherCreated | SortShapeSizeColor |  |  |
| 1. Create a repeating pattern using multiple representations.

 Examples: movement patterns—clap, stomp, stomp; clap, stomp, stomp color patterns— blue, red, red; blue, red, red  shape patterns  | December |  | MarchMay | **Harcourt****Textbook**Chapter 2 Lessons 1 – 6, 8 | Repeating pattern |  |  |

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| 1. Identify two-dimensional (plane) shapes, including rectangle, square, circle, triangle, hexagon, trapezoid, and rhombus, and three-dimensional (solid) figures, including sphere, cone, and cylinder.
* Locating shapes in the environment
* Combining shapes to fill in the area of a given shape

 Example: covering a rectangle with two triangles  | November |  | MarchMay | **Harcourt****Textbook**Chapter 5Lessons1 - 5 | RectangleSquareCircleTriangleSphereConeCylinderPlane shapeSolid figure |  |  |
|  1. Describe spatial relationships of objects using positional terms.

Examples: *inside, outside, above, below, between, on, over, under, near, far, beside, touching* | September |  | DecemberMay | **Harcourt Textbook**Chapter 1Lessons 1 – 5  | InsideOutsideAboveBelowBetweenOnOverUnderFar, NearBesideTouching |  |  |

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| 1. Use vocabulary to compare length, volume, or weight of objects.

 Examples: length*—longer than, as*  *long as,shorter than, as short as, taller* *than, as tall as* volume*—holds more,* *holds less* weight*—as light as, as heavy* *as, heavier than, lighter than*  | February |  | May  | **Harcourt Textbook**Chapter 9Lessons9.19.29.39.69.7 | LengthVolumeWeightLonger thanAs long asShorter thanAs short asTaller thanAs tall asHolds moreHolds lessAs light asAs heavy asHeavier thanLighter than |  |  |
| AL COS Standards[www.alsde.edu](http://www.alsde.edu) | Month skills will be introduced  | Dates Taught | Date Tested | Resources | Vocabulary | % Mastery | Names of Students with Non-Mastery |
| 1. Use vocabulary associated with the sequence of time, including words related to clocks and calendars.

 Examples: sequence of time—*before,* *after, first, last, next*  clocks—*hour, afternoon, evening*  calendars—*day, week, month,* *year, yesterday, today,*  *tomorrow* | August |  | October DecemberMarch(entire standard) | **Harcourt****Textbook**Chapter 8Lessons8.58.68.78.8 |   BeforeAfterFirstLastNextClockHourAfternoonEveningCalendarDayWeekMonthYearYesterdayTodayTomorrow |  |  |

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| 1. Categorize data on Venn diagrams, pictographs, and ―yes-no‖ charts using real objects, symbolic representations, or pictorial representations.

 Describing collected data  Examples: ―We have more boys in our class than girls. ―Yellow is our least favorite color. | September |  | December(simple items)May(harder items) | **Harcourt****Textbook**Chapter 10Lesson 10.210.310.4Teacher Created | Venn DiagramContrastCompareDataFewer |  |  |