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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 |  | March  May | **Harcourt**  **Textbook**  Chapter 3  Lessons 5 – 7  Chapter 4  Lessons 1-3, 6  Chapter 6  Lessons 2,3,5,7,8  Teacher Created  **Optional Resources:**  AMSTI  Teacher Helper  IXLmath.com  Petespowerpoints.com  Drops in a Bucket | Numeral  Numbers  Identify  In order  Sequence  Backwards |  |  |

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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 |  | March  May  (entire standard) | **Harcourt Textbook**  Lessons  3.1  3.2  3.3  Teacher Created  3.9 | More than  Less than  Most  Least  Equal  Estimate  About 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 – 12  Teacher Created | Add  Subtract  Total  How many are left?  In all  All together  Minus – Take away  Plus  Take away |  |  |

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| 1. Identify coins by name, including penny, nickel, dime, and quarter. | February |  | March  May | **Harcourt**  **Textbook**  Chapter 8  Lessons 1,2,3 | Money  Coins  ₵  Penny  Nickel  Dime  Quarter |  |  |
| 1. Recognize that a whole object can be divided into parts.  * Distinguishing parts of a whole as equal or not equal | December |  | March  May | **Harcourt Textbook**  Chapter 5  Lessons  6**, 7**  Teacher Created | Divide  Equal  Whole  Not equal  Part |  |  |

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| 1. Explain criteria used to sort objects.   Examples: shape, size, color | September |  | October  December  May | **Harcourt Textbook**  Chapter 1  Lessons 6,7  Teacher  Created | Sort  Shape  Size  Color |  |  |
| 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 |  | March  May | **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 |  | March  May | **Harcourt**  **Textbook**  Chapter 5  Lessons  1 - 5 | Rectangle  Square  Circle  Triangle  Sphere  Cone  Cylinder  Plane shape  Solid figure |  |  |
| 1. Describe spatial relationships of objects using positional terms.   Examples: *inside, outside, above, below, between, on, over, under, near, far, beside, touching* | September |  | December  May | **Harcourt Textbook**  Chapter 1  Lessons 1 – 5 | Inside  Outside  Above  Below  Between  On  Over  Under  Far, Near  Beside  Touching |  |  |

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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 9  Lessons  9.1  9.2  9.3  9.6  9.7 | Length  Volume  Weight  Longer than  As long as  Shorter than  As short as  Taller than  As tall as  Holds more  Holds less  As light as  As heavy as  Heavier than  Lighter 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  December  March  (entire standard) | **Harcourt**  **Textbook**  Chapter 8  Lessons  8.5  8.6  8.7  8.8 | Before  After  First  Last  Next  Clock  Hour  Afternoon  Evening  Calendar  Day  Week  Month  Year  Yesterday  Today  Tomorrow |  |  |

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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 10  Lesson  10.2  10.3  10.4  Teacher Created | Venn Diagram  Contrast  Compare  Data  Fewer |  |  |