

K.CC Counting and Cardinality	
<ul style="list-style-type: none"> <input type="checkbox"/> Know number names and the count sequence (K.CC.A) <input type="checkbox"/> Count to 100 by ones and by tens. (K.CC.A.1) <input type="checkbox"/> Count forward beginning from a given number within the known sequence (K.CC.A.2) <input type="checkbox"/> Write numbers from 0 to 20. (K.CC.A.3) <input type="checkbox"/> Understand the relationship between numbers and quantities; connect counting to cardinality (K.CC.B.4) <input type="checkbox"/> Count to answer “how many?” (K.CC.B.5) <input type="checkbox"/> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (K.CC.C.6) <input type="checkbox"/> Compare two numbers between 1 and 10 presented as written numerals (K.CC.C.7) 	
<p><u>Essential Questions</u></p> <p>Why use numbers? What do we use numbers for in real life? How much is enough?</p>	<p><u>Enduring Understandings</u></p> <p>Numbers have a variety of uses; Some real world problems can be solved using known concepts, skills, and strategies</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)</p> <p>Play concentration matching sets and numerals (as the year progresses, increase the numbers that students need to represent symbolically from 0-31); Transition between mathematical & real-world contexts with the same type of problem or numbers; Model the use of comparative math language during appropriate activities/ discussions; play “How Many Are There Now?” where a student counts a set of items, then another pupil rearranges the set in front of everyone & asks: How many are there now?</p>	<p><u>Suggested Assessments</u></p> <p>Show students a numeral and have them draw/construct an appropriate set; Students use manipulatives and model the difference between counting by 1s & 2s; Play <i>Empty Set Hunt</i>. Spread cards, face down on a table. Students turn over cards and only keep the ones where zero would name how many are in the set.</p>

K.OA Operations and Algebraic Thinking	
<ul style="list-style-type: none"> <input type="checkbox"/> Represent addition and subtraction up to 10 (K.OA.A.1) <input type="checkbox"/> Solve addition and subtraction word problems, and add and subtract within 10. (K.OA.A.2) <input type="checkbox"/> Decompose numbers less than or equal to 10 into pairs in more than one way. (K.OA.A.3) <input type="checkbox"/> For any number from 1 to 9, find the number that makes 10 when added to the given number. (K.OA.A.4) <input type="checkbox"/> Demonstrate fluency for addition and subtraction within 5. (K.OA.A.5) 	
<p><u>Essential Questions</u></p> <p>How does knowing basic facts make problem solving easier? How can addition help solve problems? What happens when you put objects together?</p>	<p><u>Enduring Understandings</u></p> <p>Knowing how to draw picture to solve problems is helpful in checking to see that answers make sense; Most numbers can be described in terms of two parts in a variety of ways; Writing down all the possible ways of doing something is sometimes a good way to solve a problem.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)</p> <p>Play No Counting Allowed: After viewing and counting a set of objects, guide students to “mentally” add or remove 1 item. First one to answer correctly gets a point and an extra point if he/she can explain how they did it.; Play “Number Match” – Pupil selects a number card then counts out that amount of items—or vice versa</p>	<p><u>Suggested Assessments</u></p> <p>Perform a concrete sequence of joining or separating sets & see if students can identify the type of action performed & what resulted; Show students a two-color number train of up to 9 items and see if they can identify the part-part-whole relationships the train depicts.</p>

K.NBT Number and Operations in Base Ten	
<input type="checkbox"/> Compose and decompose numbers from 11 to 19 into ten ones and some further ones (K.NBT.A.1)	
<p><u>Essential Questions</u></p> <p>What happens when you put objects together?</p>	<p><u>Enduring Understandings</u></p> <p>Patterns can be represented in a variety of ways.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)</p> <p>For a real-life connection, include number in relation to the calendar for a given month in the day’s opening activities; Use a floor number line to demonstrate the difference between counting by 1’s vs. counting by 2’s.</p>	<p><u>Suggested Assessments</u></p> <p>Give students a set of items & have them explain their rationale for determining if an odd or even number is being represented.</p>
K.MD Measurement and Data	
<input type="checkbox"/> Describe measurable attributes of objects, such as length or weight. (K.MD.A.1) <input type="checkbox"/> Directly compare two objects with a measurable attribute in common. (K.MD.A.2) <input type="checkbox"/> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (K.MD.A.3)	
<p><u>Essential Questions</u></p> <p>What things would be impossible without measurement? Why do we need standard units of measurement? Is there such a thing as exact measurement?</p>	<p><u>Enduring Understandings</u></p> <p>There are multiple means to solving most mathematical problems; Objects can be compared and ordered by size.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)</p> <p>Create a measurement learning center ; Have each student trace and cut out a pattern of their foot, then explore the room to find some as long as it.</p>	<p><u>Suggested Assessments</u></p> <p>Ask students to recite the names of the days of the week in order; Measure the reasonableness of pupil’s estimates</p>

K.G Geometry	
<ul style="list-style-type: none"> <input type="checkbox"/> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below. Beside, in front of, behind, and next to. (K.G.A.1) <input type="checkbox"/> Correctly name shapes regardless of their orientations or overall size. (K.G.A.2) <input type="checkbox"/> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). (K.G.A.3) <input type="checkbox"/> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes. (K.G.A.4) <input type="checkbox"/> Model shapes in the world by building shapes from components and drawing shapes. (K.G.A.5) <input type="checkbox"/> Compose simple shapes to form larger shapes. (K.G.A.6) 	
<p><u>Essential Questions</u></p> <p>What is the best shape? How would the world look if there were only (insert any shape)? If you created the world, what shapes would you use? Why?</p>	<p><u>Enduring Understandings</u></p> <p>Many everyday objects closely approximate standard geometric solids; Solid figures have many properties which make them different from each other.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)</p> <p>Play “2-D or 3-D Shape Bingo” (shapes can also be of different colors & sizes); Pass around and discuss models of each shape, name them, then ask students to find real-life examples of them.</p>	<p><u>Suggested Assessments</u></p> <p>Use direction/orientation vocabulary to direct students where to place the book; Have students pick a specific #D shape out of a collection</p>