Kindergarten Mathematics
North Gibson School Corporation
SY 2022-2023

Kindergarten Mathematics

Units of Study			
Unit 1:	Numbers 0-5	🕐 34 days	1st quarter
Unit 2:	Numbers 6-9	🕐 21 days	1st-2nd quarter
Unit 3:	Numbers to 10	🕐 20 days	2nd quarter
Unit 4:	Add and Subtract	🕐 54 days	2nd-3rd quarter
Unit 5:	Numbers 11-100	🕐 27 days	4th quarter
Unit 6:	Shapes	🕐 8 days	4th quarter
Unit 7:	Measurement	🕐 10 days	4th quarter

Appendices

Appendix A: Proficiency Scale Template

Appendix B: Curriculum Refinement Form

Appendix C: K-12 Math Priority Standards Vertical Articulation

Kindergarten Priority Standards

Priority Standards	**K.CA.1**	Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.
	K.CA.2	Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).
	K.CA.3	Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]
	K.DA.1	Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.
	K.G.2	Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
	K.M.1	Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.
	K.M.2	Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.
	K.NS.1	Count to at least 100 by ones and tens and count on by one from any number.
	K.NS.11	Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.
	K.NS.2	Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects).
	K.NS.5	Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.
	K.NS.7	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g. by using matching and counting strategies).

Standards Breakdown

★: Priority Standards   •: Supporting Standards

STANDARDS / UNITS

		1	2	3	4	5	6	7
Number Sense	1					★		
	2	★	★	★		★		
	3					•		
	4	•	•					
	5	★	★	★		★		
	6	•		•				
	7	★		★				
	8			•		•		
	9	•		•				
	10			•				
	11					★		
Computation and Algebraic Thinking	1				★			
	2				★			
	3	★	★	★				
	4			•				
	5				•			
Geometry	1						•	
	2						★	
	3						•	
	4						•	
Measurement	1							★
	2							★
Data Analysis	1			★				

Spiral Standards			
1st Quarter	**2nd Quarter**	**3rd Quarter**	**4th Quarter**
• Identify the number (0-10) • 1 more • Concepts of time • Patterns • Counting by 1's to 30 • 2-D Shapes • Make 3,4,5 • Sort by color	• Identify the number (0-15) • 1 more • Concepts of time • Patterns • Counting by 1's to 60 • Count by 10's • 2-D Shapes • Make 6-10 • Sort by shape	• Identify the number (0-20) • 1 less • Concepts of time • Patterns • Counting by 1's to 100 • Counting by 10's • 3-D Shapes • Sort by size	• Identify the number (0-20) • 1 less • Concepts of time • Patterns • Counting by 1's to 100 • Counting by 10's • 3-D Shapes • Sort 2-D/3-D

Unit 1: Numbers 0-5 (34 days, 1st quarter)

General Description of the Unit

In this unit students will learn to recognize, count, compare, and make the numbers 0-5. Students will begin by understanding the concept of counting and end the unit with a strong foundation of the numbers 0-5 to build upon in future units.

Priority Standards

- **K.CA.3:** Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]
- **K.NS.2:** Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects).
- **K.NS.5:** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.
- **K.NS.7:** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g. by using matching and counting strategies).

Supporting Standards

- **K.NS.4:** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number describes the objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.
- **K.NS.6:** Recognize sets of one to 10 objects in patterned arrangements and tell how many without counting.
- **K.NS.9:** Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.

Enduring Understandings

- Numerals and number words are ways we can write numbers to represent the amount/value.
- Numbers can be compared using many strategies including: counting, looking at a hundreds chart, lining up sets, and looking at written numbers.
- There are many ways to describe comparisons, including, but not limited to: greater than, less than, equal, one more, one less, some, all, most, least, equal, etc.
- If numbers or amounts are the same, they are called equal.

Essential Questions

- What other way can we break-apart the number?
- How many ways can you show a number?
- How are 5 Legos, the numeral 5, and the word five alike? How are they different?

Key Concepts

- I can use objects to break numbers less than or equal to 5 into pairs in more than one way. (K.CA.3)
- I use drawings to break apart numbers less than or equal to 5 into pairs in more than one way. (K.CA.3)
- I can write whole numbers from 0 to 5. (K.NS.2)
- I can recognize number words from 0 to 5. (K.NS.2)
- I can represent numbers of objects with numbers. (K.NS.2)
- I can count up to 5 objects arranged in a line. (K.NS.5)
- I can count up to 5 objects arranged in a rectangular array. (K.NS.5)

Related Concepts

- I can say the names of numbers in order when counting objects. (K.NS.4)
- I can pair objects with one, and only one, number name. (K.NS.4)
- I can explain that the last number said while counting is how many objects have been counted. (K.NS.4)
- I can recognize sets of 1-5 objects set in patterns. (K.NS.6)
- I can tell how many objects, from 1-5, are in a pattern without counting. (K.NS.6)
- I can compare things using the words: one and many. (K.NS.9)
- I can compare things using the words: none, some, and all. (K.NS.9)

Vocabulary

- Add
- All
- Arrangement
- Array
- Circle
- Compare
- Decompose
- Equal
- Equation
- Greater than
- Least
- Less
- Less than
- Line
- Many
- More
- Most
- None

• I can count up to 5 objects arranged in a circle. (K.NS.5) • I can count up to 5 objects that are scattered. (K.NS.5) • I can count out a given number of objects up to 5. (K.NS.5) • I can identify that one group of objects is greater than another group. (K.NS.7) • I can identify that one group of objects is less than another group. (K.NS.7) • I can identify that one group of objects is equal to another group. (K.NS.7) • I can use matching and counting strategies to compare groups of objects. (K.NS.7)	• I can compare things using the words: more and less. (K.NS.9) • I can compare things using the words: most and least. (K.NS.9) • I can compare things using the words: equal to, more than, and less than. (K.NS.9)	• One • Order • Pairs • Pattern • Some • Subtract

Mathematical Processes
- PS.4 Model with mathematics.
- PS.6 Attend to precision.

Resources		
Proficiency Scales • **K.CA.3** • **K.NS.2** • **K.NS.5- template** • **K.NS.7- template**	**Digital** • **IDOE Examples/Tasks K.CA.3** • **IDOE Examples/Tasks K.NS.5** • **IDOE Examples/Tasks K.NS.7** • **IDOE Examples/Tasks K.NS.4** • **IDOE Examples/Tasks K.NS.6** • **IDOE Examples/Tasks K.NS.9**	**Manipulatives** • **Base Ten Blocks** • **Base Ten Blocks Version 2** • **Bear Counters** • **Five Frame** • **Interactive 100s Chart** • **Marble Jar** • **Math Balance** • **Pan Balance** • **Ten Frame** • **Ten Frame Version 2** • **Ten Frames** • **Two Color Counters** • **Unifix Cubes**

School Resources	
Textbook	**Formative Assessments**
<mark>Textbook Name: Ready Math, Second Edition:</mark>	
	1 Day Review
<mark>Notes:</mark>	
<mark>Start Lesson 1 the first Monday</mark>	Unit 1 Assessment
Lessons:	
Lesson 0: Lessons for the First Five Days (3 days)	
Lesson 1: Understand Counting (5 days)	
Lesson 2: Count 1, 2, and 3 (5 days)	
Lesson 3: Count 4 and 5 (5 days)	
Lesson 4: Numbers 0 to 5 (4 days)	
Lesson 5: Compare Within 5 (5 days)	
Lesson 6: Make 3, 4, and 5 (5 days)	

Unit 2: Numbers 6-9 (21 days, 1st quarter- 2nd quarter)

General Description of the Unit
In this unit students will learn to recognize, count, compare, and make the numbers 6-9. Students will decompose numbers up to 9 in more than one way and record the decompositions using drawings and equations.

Priority Standards	Supporting Standards
• **K.CA.3:** Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.] • **K.NS.2:** Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). • **K.NS.5:** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	• **K.NS.4:** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number describes the objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.

Enduring Understandings	Essential Questions
• There is more than one way to break-apart (decompose) a number. • Both sides of an equals sign represent the same amount. • Objects/images have permanence and represent the same number/value no matter how they are arranged.	• If I move these blocks around, will there still be the same number? How do you know? • How do you figure out how many objects there are? How do you start? • What are two ways to make the number 9?

Key Concepts	Related Concepts	Vocabulary
• I can use objects to break numbers less than or equal to 9 into pairs in more than one way. (K.CA.3) • I use drawings to break apart numbers less than or equal to 9 into pairs in more than one way. (K.CA.3) • I can trace, or draw equations. (K.CA.3) • I can write whole numbers from 0 to 9. (K.NS.2) • I can recognize number words from 0 to 9. (K.NS.2) • I can represent numbers of objects with numbers. (K.NS.2) • I can count up to 9 objects arranged in a line. (K.NS.5) • I can count up to 9 objects arranged in a rectangular array. (K.NS.5) • I can count up to 9 objects arranged in a circle. (K.NS.5) • I can count up to 9objects that are scattered. (K.NS.5) • I can count out a given number of objects up to 9. (K.NS.5)	• I can say the names of numbers in order when counting objects. (K.NS.4) • I can pair objects with one, and only one, number name. (K.NS.4) • I can explain that the last number said while counting is how many objects have been counted. (K.NS.4)	• Add • Arrangement • Array • Circle • Decompose • Equation • Line • Order • Pairs • Subtract

Mathematical Processes
• PS.4 Model with mathematics.
• PS.6 Attend to precision.

Resources

Proficiency Scales	Digital	Manipulatives
• **K.CA.3** • **K.NS.2** • **K.NS.5- template**	• **IDOE Examples/Tasks K.CA.3** • **IDOE Examples/Tasks K.NS.5** • **IDOE Examples/Tasks K.NS.4**	• **Bear Counters** • **Five Frame** • **Marble Jar** • **Ten Frame** • **Ten Frame Version 2** • **Two Color Counters** • **Unifix Cubes**

School Resources

Textbook	Formative Assessments
Notes: **Goal: Finish Lesson 9 by Fall Break** Lessons: Lesson 7: Count 6 and 7 (3 days) Lesson 8: Make 6 and 7 (5 days) Lesson 9: Count 8 and 9 (4 days) Lesson 10: Make 8 and 9 (6 days)	2 Days Review Unit 2 Assessment

Unit 3: Numbers to 10 (20 days, 2nd quarter)

General Description of the Unit

In this unit students will begin by counting and comparing numbers within 10. Then students will learn to sort objects based on attributes including number and size. They will end the unit learning ways to make 10.

Priority Standards	Supporting Standards
• **K.DA.1:** Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used. • **K.CA.3:** Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.] • **K.NS.2:** Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). • **K.NS.5:** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20. • **K.NS.7:** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g. by using matching and counting strategies).	• **K.CA.4:** Find the number that makes 10 when added to the given number for any number from one to nine (e.g., by using objects or drawings), and record the answer with a drawing or an equation. • **K.NS.10:** Separate sets of 10 or fewer objects into equal groups. • **K.NS.8:** Compare the values of two numbers from 1 to 20 presented as written numerals. • **K.NS.6:** Recognize sets of one to 10 objects in patterned arrangements and tell how many without counting. • **K.NS.9:** Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.

Enduring Understandings	Essential Questions
• Objects can be classified and sorted in many different ways. • Pairs of numbers add to ten. When you have a number less than ten, it is helpful to quickly know what number pairs with it to make ten. • Some numbers can be broken apart into equal groups.	• How can we sort these items? • How can we make ten? • How can we break this number apart into equal groups?

Key Concepts	Related Concepts	Vocabulary
• I can use objects to break numbers less than or equal to 10 into pairs in more than one way. (K.CA.3) • I use drawings to break apart numbers less than or equal to 10 into pairs in more than one way. (K.CA.3) • I can trace, or draw equations. (K.CA.3) • I can identify objects by size, number, and other characteristics. (K.DA.1) • I can sort objects by size, number, and other characteristics. (K.DA.1) • I can classify objects by size, number, and other characteristics. (K.DA.1) • I can identify objects that do not belong in a group. (K.DA.1) • I can explain why an object does not belong in a group. (K.DA.1)	• Given any number 1 to 9, I can find the correct number to add to make 10. (K.CA.4) • I can write a math problem to show a two numbers being added to make 10. (K.CA.4) • I can draw a picture to show two numbers being added to make 10. (K.CA.4) • I can create equal groups with 10 or less objects. (K.NS.10) • I can recognize sets of 1-10 objects set in patterns. (K.NS.6) • I can tell how many objects, from 1-10, are in a pattern without counting. (K.NS.6) • I can compare two numbers from 1 to 10. (K.NS.8) • I can compare things using the words: one and many. (K.NS.9)	• Add • All • Array • Circle • Classify • Compare • Decompose • Equal • Equation • Greater than • Identify • Least • Less • Less than • Line • Many • More • Most • None • Number bond

• I can write whole numbers from 0 to 10. (K.NS.2) • I can recognize number words from 0 to 10. (K.NS.2) • I can represent numbers of objects with numbers. (K.NS.2) • I can count up to 10 objects arranged in a line. (K.NS.5) • I can count up to 10 objects arranged in a rectangular array. (K.NS.5) • I can count up to 10 objects arranged in a circle. (K.NS.5) • I can count up to 10 objects that are scattered. (K.NS.5) • I can count out a given number of objects up to 10. (K.NS.5) • I can identify that one group of objects is greater than another group. (K.NS.7) • I can identify that one group of objects is less than another group. (K.NS.7) • I can identify that one group of objects is equal to another group. (K.NS.7) • I can use matching and counting strategies to compare groups of objects. (K.NS.7)	• I can compare things using the words: none, some, and all. (K.NS.9) • I can compare things using the words: more and less. (K.NS.9) • I can compare things using the words: most and least. (K.NS.9) • I can compare things using the words: equal to, more than, and less than. (K.NS.9)	• One • Pattern • Some • Sort • Subtract

Mathematical Processes

• PS.7 Look for and make use of structure.
• PS.8 Look for and express regularity in repeated reasoning.

Resources

Proficiency Scales	**Digital**	**Manipulatives**
• **K.CA.3** • **K.DA.1** • **K.NS.2** • **K.NS.5-template** • **K.NS.7-template** • **K.NS.8**	• **IDOE Examples/Tasks K.CA.3** • **IDOE Examples/Tasks K.DA.1** • **IDOE Examples/Tasks K.NS.5** • **IDOE Examples/Tasks K.NS.7** • **IDOE Examples/Tasks K.CA.4** • **IDOE Examples/Tasks K.NS.10** • **IDOE Examples/Tasks K.NS.6** • **IDOE Examples/Tasks K.NS.8** • **IDOE Examples/Tasks K.NS.9**	• **Base Ten Blocks** • **Base Ten Blocks Version 2** • **Bear Counters** • **Color Bar Graphs** • **Five Frame** • **Interactive 100s Chart** • **Marble Jar** • **Math Balance** • **Pan Balance** • **Ten Frame** • **Ten Frame Version 2** • **Ten Frames** • **Two Color Counters** • **Unifix Cubes**

School Resources

Textbook	Formative Assessments
Notes: Finish Lesson 13 by Thanksgiving break and Lesson 14 after break.	1 Day Review
	Unit 3 Assessment
Lessons:	
Lesson 11: Count 10 (5 days)	
Lesson 12: Compare within 10 (5 days)	
Lesson 13: Sort Objects (5 days)	
Lesson 14: Make 10 (5 days)	

Unit 4: Add and Subtract (54 days, 2nd quarter- 3rd quarter)

General Description of the Unit

In this unit students will learn to add and subtract within 10 using strategies such as counting, counting on, drawing pictures, and using tools. Students will use these strategies to solve real-world problems involving addition and subtraction within 10. Students will also learn how to create, extend, and give a rule for patterns involving numbers and shapes.

Priority Standards	Supporting Standards
• **K.CA.1:** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. • **K.CA.2:** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	• **K.CA.5:** Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.

Enduring Understandings	Essential Questions
• There are many strategies for adding numbers, including: counting, counting on, drawing a picture, using objects, using a ten frame, number lines, hundreds charts, etc. • Addition equations have "plus signs" and "equal signs" and we can write equations in different ways. • There are many strategies for subtracting numbers, including: counting, counting back, drawing a picture, using objects, using a ten frame, number lines, hundreds charts, etc. • Subtraction equations have "minus signs" and "equal signs" and we can write equations in different ways. • Addition and subtraction represent different real-world situations. • Patterns exist with numbers and shapes. We can look at patterns to figure out how to describe the pattern and what might come next.	• How would you explain addition to someone? • How do you solve the problem 3 +4 = Can you think of another way to solve it? • Should we use addition or subtraction to solve this problem? How do you know? • How are addition and subtraction like each other? How are they different? • Can you make a pattern? How do you know it's a pattern? What would come next?

Key Concepts	Related Concepts	Vocabulary
• I can represent addition and subtraction using objects within 10. (K.CA.1) • I can represent addition and subtractions using drawings within 10. (K.CA.1) • I can use mental images to represent addition and subtraction within 10. (K.CA.1) • I can use sounds to represent addition and subtraction within 10. (K.CA.1) • I can solve real-world problems that involve addition within 10 using objects or drawings. (K.CA.2) • I can solve real-world problems that involve subtraction within 10 using objects or drawings. (K.CA.2)	• I can create repeating and growing patterns with numbers and shapes. (K.CA.5) • I can extend repeating and growing patterns with numbers and shapes. (K.CA.5) • I can give an appropriate rule for growing patterns with numbers and shapes. (K.CA.5)	• Addition • Create • Extend • Pattern • Subtraction

Mathematical Processes

• PS.1 Make sense of problems and persevere in solving them.
• PS.6 Attend to precision.

Resources		
Proficiency Scales	**Digital**	**Manipulatives**
• **K.CA.1** • **K.CA.2** • **K.CA.5**	• **IDOE Examples/Tasks K.CA.1** • **IDOE Examples/Tasks K.CA.2** • **IDOE Examples/Tasks K.CA.5**	• **Bear Counters** • **Marble Jar** • **Ten Frame** • **Ten Frame Version 2** • **Ten Frames** • **Two Color Counters** • **Unifix Cubes**

School Resources

Textbook

Notes:
Goal to finish Lesson 15 before Winter Break

Lessons:
Lesson 15: Understand Addition (8 days)
Lesson 16: Add within 5 (8 days)
Lesson 17: Understand Subtraction (4 days)
Lesson 18: Subtract within 5 (5 days)
Lesson 19: Practice Facts to 5 (5 days)
Lesson 21: Add within 10 (10 days)
Lesson 22: Subtract within 10 (9 days)
Lesson 20: Create Patterns (3 days)

Formative Assessments

1 Day Review

Unit 4 Assessment

Unit 5: Numbers 11-100 (27 days, 4th quarter)

General Description of the Unit
In this unit students will begin to learn place value with tens and ones and begin to count and make teen numbers. Students will then count to 100 by tens and by ones and explore the concept of one more and one less.

Priority Standards
- **K.NS.1:** Count to at least 100 by ones and tens and count on by one from any number.
- **K.NS.11:** Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.
- **K.NS.2:** Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects).
- **K.NS.5:** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.

Supporting Standards
- **K.NS.3:** Find the number that is one more than or one less than any whole number up to 20.
- **K.NS.8:** Compare the values of two numbers from 1 to 20 presented as written numerals.

Enduring Understandings
- There is a correct order for counting.
- There are patterns when counting by ones and tens.
- Teen numbers are composed of one ten and some ones.
- Teen numbers are two-digit numbers that start with a 1, and the 1 represents one ten.
- Teen numbers can be represented with numerals, objects, ten frames, on the hundreds chart, with base ten blocks, etc.
- Finding one more and one less is like adding one or subtracting one.

Essential Questions
- When do you count things at home?
- Why is it important to count in order?
- What does the 1 mean in the number 15? What does the number 5 mean?
- How can you represent 18 with ten frames? Where is it at on a hundreds chart? What does it look like with base ten blocks? etc.
- Where do you see teen numbers in our classroom? Our school? Your home? Your neighborhood?
- How can you find one more than a number? How can you find one less? Can you do it in a different way?

Key Concepts
- I can count to at least 100 by ones. (K.NS.1)
- I can count to at least 100 by tens. (K.NS.1)
- I can count on by one from any number. (K.NS.1)
- I can create groups of tens and ones using objects to represent numbers from 10-20. (K.NS.11)
- I can create groups of tens and ones using drawings to represent numbers from 10-20. (K.NS.11)
- I can write whole numbers from 0 to 20. (K.NS.2)
- I can recognize number words from 0 to 10. (K.NS.2)
- I can represent numbers of objects with numbers. (K.NS.2)
- I can count up to 20 objects arranged in a line. (K.NS.5)

Related Concepts
- I can find one more than any number up to 20. (K.NS.3)
- I can find one less than any number up to 20. (K.NS.3)
- I can compare two numbers from 1 to 20. (K.NS.8)

Vocabulary
- Array
- Base ten
- Circle
- Count back
- Count on
- Less than
- Line
- More than
- Place value
- Tens

- I can count up to 20 objects arranged in a rectangular array. (K.NS.5)
- I can count up to 20 objects arranged in a circle. (K.NS.5)
- I can count up to 10 objects that are scattered. (K.NS.5)
- I can count out a given number of objects up to 20. (K.NS.5)

Mathematical Processes

- PS.3 Construct convincing arguments and critique the reasoning of others.
- PS.4 Model with mathematics.

Resources

Proficiency Scales	Digital	Manipulatives
- **K.NS.1** - **K.NS.11** - **K.NS.2** - **K.NS.5- template**	- **IDOE Examples/Tasks K.NS.1** - **IDOE Examples/Tasks K.NS.11** - **IDOE Examples/Tasks K.NS.5** - **IDOE Examples/Tasks K.NS.3**	- **Base Ten Blocks** - **Base Ten Blocks Version 2** - **Bear Counters** - **Five Frame** - **Interactive 100s Chart** - **Marble Jar** - **Ten Frame** - **Ten Frame Version 2** - **Ten Frames** - **Two Color Counters** - **Unifix Cubes**

School Resources

Textbook	Formative Assessments
Notes: **Goal: Finish Lesson 24 by Spring Break** **K.NS.8 will need supplemented for numbers 11-20** Lessons: Lesson 23: Understand Tens and Ones (5 days) Lesson 24: Count Teen Numbers (5 days) Lesson 25: Make Teen Numbers (5 days) Lesson 26: Count to 100 by Tens (5 days) Lesson 27: Count to 100 by Ones (5 days)	1 Day Review Unit 5 Assessment

General Description of the Unit

In this unit students will compare two- and three-dimensional shapes and learn to describe them informally by attributes and position. Students will compose simple shapes from other objects and shapes.

Priority Standards	Supporting Standards
• **K.G.2:** Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	• **K.G.1:** Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of. • **K.G.3:** Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes. • **K.G.4:** Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).

Enduring Understandings	Essential Questions
• Objects/shapes can be described and compared by looking at their characteristics/attributes.	• If someone couldn't see this shape, what are all the ways you could describe it to help them picture it or draw it? • How are these shapes alike? How are they different? • Where do you see shapes in our classroom? In our school? Your home? Your neighborhood?

Key Concepts	Related Concepts	Vocabulary
• I can compare two-dimensional shapes. (K.G.2) • I can compare three-dimensional shapes. (K.G.2) • I can describe similarities between two-dimensional shapes. (K.G.2) • I can describe differences between two-dimensional shapes. (K.G.2) • I can describe similarities between three-dimensional shapes. (K.G.2) • I can describe differences between three-dimensional shapes. (K.G.2)	• I can describe the position of objects and shapes using the words: outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of, and to the right of. (K.G.1) • I can create shapes using a variety of objects. (K.G.3) • I can draw shapes. (K.G.3) • I can create simple shapes made from other shapes. (K.G.4)	• Above • Behind • Below • Between • Compare • Compose • Down • Edge • Face • Far • In front of • Length • Model • Near • Next to • Outside • Over • Side • Three • To the left of • To the right of • Two-dimensional • Under • Up • Vertex

Mathematical Processes

• PS.2 Reason abstractly and quantitatively.
• PS.8 Look for and express regularity in repeated reasoning.

Resources		
Proficiency Scales	**Digital**	**Manipulatives**
• **K.G.2**	• **IDOE Examples/Tasks K.G.2** • **IDOE Examples/Tasks K.G.1** • **IDOE Examples/Tasks K.G.3** • **IDOE Examples/Tasks K.G.4**	• **Geoboards** • **Geometric Solids** • **Interactive Cone** • **Interactive Cylinder** • **Interactive Prisms** • **Interactive Spheres** • **Interactive Triangular/ Rectangular Pyramids** • **Pattern Blocks** • **Pattern Blocks Version 2** • **Shape Counters** • **Tangrams**

School Resources	
Textbook	**Formative Assessments**
Lessons: Lesson 28: See Position and Shape (3 days) Combine 29-30 (5 days) Lesson 29: Compare Shapes Lesson 30: Build Shapes	1 Day Review Unit 6 Assessment

Unit 7: Measurement (10 days, 4th quarter)

General Description of the Unit
In this unit students will learn the concepts of measurement using length, capacity, weight, and temperature. Students will make comparisons involving these measurements. Students will also demonstrate an understanding of the concepts of time and that clocks and calendars are tools that measure time.

Priority Standards	**Supporting Standards**
• **K.M.1:** Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. • **K.M.2:** Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.	N/A

Enduring Understandings	**Essential Questions**
• Objects can be compared in a variety of ways, including in comparison of their length, how much they can hold, how much they weigh, and how hot or cold they are. • Time can be described with generalizations like morning, afternoon, night, etc. as well as today, tomorrow, yesterday, etc. • Clocks and calendars represent time.	• What are all the ways you could compare a school bus and a car? • What things do you do during the morning? The afternoon? The night? • How are Wednesday and Saturday alike? How are they different? • How are February and August alike? How are they different?

Key Concepts	**Related Concepts**	**Vocabulary**
• I can compare the length of objects. (K.M.1) • I can compare the capacity of objects. (K.M.1) • I can compare the weight of objects. (K.M.1) • I can compare the temperature of objects. (K.M.1) • I can recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, and holds more. (K.M.1) • I can show that a clock is used to tell time. (K.M.2) • I can show that a calendar is used to tell time. (K.M.2) • I can understand the meaning of morning, afternoon, evening, today, yesterday, and tomorrow. (K.M.2) • I can understand the meaning of day, month, and year. (K.M.2)	N/A	• Afternoon • Calendar • Compare • Day • Evening • Length • Month • Morning • Temperature • Tomorrow • Volume • Week • Weight • Year • Yesterday

Mathematical Processes
• PS.4 Model with mathematics.   • PS.5 Use tools appropriately.

Resources		
Proficiency Scales • **K.M.1** • **K.M.2**	**Digital** • **IDOE Examples/Tasks K.M.1** • **IDOE Examples/Tasks K.M.2**	**Manipulatives** • **Analog Clock** • **Interactive Calendar** • **Interactive Calendar Plate w/ Weather** • **Math Balance** • **Thermometer** • **Unifix Cubes**

School Resources	
Textbook Lessons: Combine Lessons 31-32 (5 days) Lesson 31: Compare Length and Temperature Lesson 32: Compare Weight and Capacity Lesson 33: Understand Time (5 days)	**Formative Assessments** Unit 7 Assessment