

North East School District PA Core Curriculum Map

Math

Kindergarten



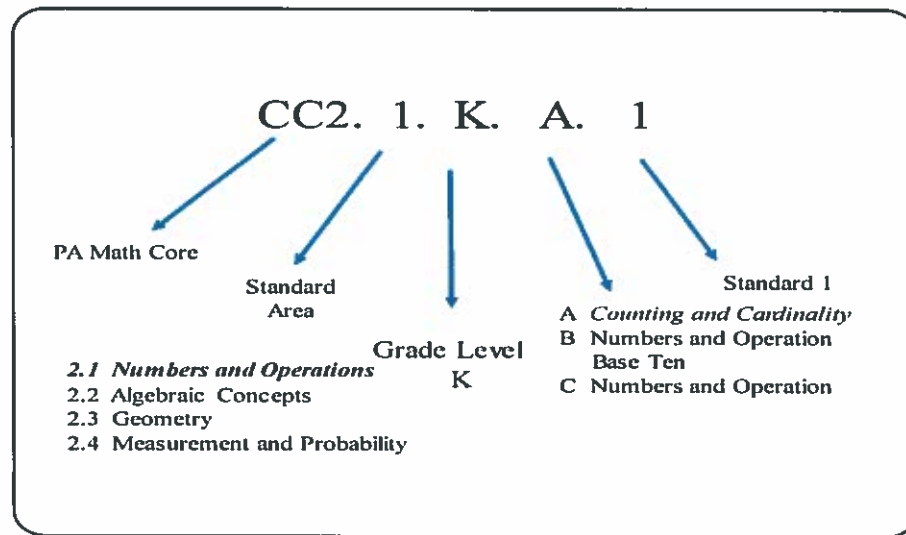
INTRODUCTION

North East School District has adopted Pennsylvania Department of Education's Standards for Mathematical Practice that highlight the effective use of understanding, knowledge, and skills in order to prepare students to be college and or career ready.

In Kindergarten, students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objectives (CCSS, 2013).

Mathematical Standards: Development and Progression												
	Pre K	K	1	2	3	4	5	6	7	8	HS	
2.1 Numbers and Operations	(A) Counting & Cardinality											
		(B) Number and Operations in Base Ten					(D) Ratios and Proportional Relationships				(F) Number and Quantity	
					(C) Number and Operations - Fractions			(E) The Number System				
2.2 Algebraic Concepts	(A) Operations and Algebraic Thinking							(B) Expressions and Equations			(D) Algebra	
										(C) Functions		
2.3 Geometry	(A) Geometry											
2.4 Measurement, Data and Probability	(A) Measurement and Data							(B) Statistics and Probability				




Standards for Mathematical Practice in Kindergarten

Below are a few examples of how the Standards for Mathematical Practices may be integrated into tasks that students complete:

Practice	Explanation and Example
1. Make Sense and Persevere in Solving Problems.	<p>Mathematically proficient students in Kindergarten begin to develop effective dispositions toward problem solving. In rich settings in which informal and formal possibilities for solving problems are numerous, young children develop the ability to focus attention, test hypotheses, take reasonable risks, remain flexible, try alternatives, exhibit self-regulation, and persevere (Copley, 2010). Using both verbal and nonverbal means, kindergarten students begin to explain to themselves and others the meaning of a problem, look for ways to solve it, and determine if their thinking makes sense or if another strategy is needed. As the teacher uses thoughtful questioning and provides opportunities for students to share thinking, kindergarten students begin to reason as they become more conscious of what they know and how they solve problems.</p>
2. Reason abstractly and quantitatively.	<p>Mathematically proficient students in Kindergarten begin to use numerals to represent specific amount (quantity). For example, a student may write the numeral “11” to represent an amount of objects counted, select the correct number card “17” to follow “16” on the calendar, or build a pile of counters depending on the number drawn. In addition, kindergarten students begin to draw pictures, manipulate objects, use diagrams or charts, etc. to express quantitative ideas such as a joining situation (Mary has 3 bears. Juanita gave her 1 more bear. How many bears does Mary have altogether?), or a separating situation (Mary had 5 bears. She gave some to Juanita. Now she has 3 bears. How many bears did Mary give Juanita?). Using the language developed through numerous joining and separating scenarios, kindergarten students begin to understand how symbols (+, -, =) are used to represent quantitative ideas in a written format.</p>
3. Construct viable arguments and critique the reasoning of others.	<p>In Kindergarten, mathematically proficient students begin to clearly express, explain, organize and consolidate their math thinking using both verbal and written representations. Through opportunities that encourage exploration, discovery, and discussion, kindergarten students begin to learn how to express opinions, become skillful at listening to others, describe their reasoning and respond to others’ thinking and reasoning. They begin to develop the ability to reason and analyze situations as they consider questions such as, “Are you sure...?”, “Do you think that would happen all the time...?”, and “I wonder why...?”</p>
4. Model with mathematics.	<p>Mathematically proficient students in Kindergarten begin to experiment with representing real-life problem situations in multiple ways such as with numbers, words (mathematical language), drawings, objects, acting out, charts, lists, and number sentences. For example, when making toothpick designs to represent the various combinations of the number “5”, the student writes the numerals for the various parts (such as “4” and “1”) or selects a number sentence that represents that particular situation (such as $5 = 4 + 1$).</p>

<p>5. Use appropriate tools strategically.</p>	<p>In Kindergarten, mathematically proficient students begin to explore various tools and use them to investigate mathematical concepts. Through multiple opportunities to examine materials, they experiment and use both concrete materials (e.g. 3-dimensional solids, connecting cubes, ten frames, number balances) and technological materials (e.g., virtual manipulatives, calculators, interactive websites) to explore mathematical concepts. Based on these experiences, they become able to decide which tools may be helpful to use depending on the problem or task. For example, when solving the problem, “There are 4 dogs in the park. 3 more dogs show up in the park. How many dogs are in the park?”, students may decide to act it out using counters and a story mat; draw a picture; or use a handful of cubes.</p>
<p>6. Attend to precision</p>	<p>Mathematically proficient students in Kindergarten begin to express their ideas and reasoning using words. As their mathematical vocabulary increases due to exposure, modeling, and practice, kindergarteners become more precise in their communication, calculations, and measurements. In all types of mathematical tasks, students begin to describe their actions and strategies more clearly, understand and use grade-level appropriate vocabulary accurately, and begin to give precise explanations and reasoning regarding their process of finding solutions. For example, a student may use color words (such as blue, green, light blue) and descriptive words (such as small, big, rough, smooth) to accurately describe how a collection of buttons is sorted.</p>
<p>7. Look for and make use of structure</p>	<p>Mathematically proficient students in Kindergarten begin to look for patterns and structures in the number system and other areas of mathematics. For example, when searching for triangles around the room, kindergarteners begin to notice that some triangles are larger than others or come in different colors- yet they are all triangles. While exploring the part-whole relationships of a number using a number balance, students begin to realize that 5 can be broken down into sub-parts, such as 4 and 1 or 4 and 2, and still remain a total of 5.</p>
<p>8. Look for and express regularity in repeated reasoning.</p>	<p>In Kindergarten, mathematically proficient students begin to notice repetitive actions in geometry, counting, comparing, etc. For example, a kindergartener may notice that as the number of sides increase on a shape, a new shape is created (triangle has 3 sides, a rectangle has 4 sides, a pentagon has 5 sides, a hexagon has 6 sides). When counting out loud to 100, kindergartners may recognize the pattern 1-9 being repeated for each decade (e.g., Seventy-ONE, Seventy-TWO, Seventy-THREE... Eighty-ONE, Eighty-TWO, Eighty-THREE...). When joining one more cube to a pile, the child may realize that the new amount is the next number in the count sequence.</p>

Adapted from PDE SAS, 2019, CCSS, 2013

 Math	MATH- Unit 1				GRADE K
COURSE DESCRIPTION: Counting to 5, 2D and 3D Shapes					
UNIT #/TIME PERIOD	CONCEPTS	COMPETENCIES emphasized/ reinforced	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
Unit 1 20 Days	Writing Numerals to 5 Rote Counting to 100 2D and 3D Shapes Object Classification/Sort Positional Terms	~Rote count to 100. ~Count forward beginning from a given number within the known sequence (instead of having to begin at 1). ~Name numerals 0 - 5. ~Represent a number of objects with a written numeral 0-5. ~Uses one-to-one correspondence when counting to 5. ~State the total number of objects counted, demonstrating understanding that the last number named tells the number of objects counted. ~Understand that each successive number name refers to a quantity that is one larger. ~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	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.2.3.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.	Essential Questions: How is mathematics used to quantify, compare, represent, and model numbers? How can patterns be used to describe relationships in mathematical situations? How are spatial relationships, including shape and dimension, used to draw, construct,	Guiding Kinders Unit 1 Manipulatives: <ul style="list-style-type: none"> ● number cards ● snap cubes ● various counters ● attribute blocks ● pattern blocks ● 2D shapes ● 3D shapes Mentor Texts: <u>Same and Different</u>

	<p>Vocabulary:</p> <p>Ones, Tens, Place Value, Quantity, Circle, Cone, Corners, Cube, Cylinder, Rectangle, Ellipse, Trapezoid, Hexagon, Edges, Sides, Sphere, Pentagon, Square, Triangle, faces, beside, above, below, next to, behind, in front of, sort, same, different</p>	<p>strategies.</p> <p>~Compare two numbers between 1 and 10 presented as written numerals.</p> <p>~Identify shapes as two-dimensional or three-dimensional.</p> <p>~Name shapes regardless of their orientations or overall size.</p> <p>~Use simple shapes to compose larger shapes.</p> <p>~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, behind, and next to.</p> <p>~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.</p> <p>~Model shapes in the world by building shapes from components and drawing shapes.</p>		<p>model, and represent real situations or solve problems?</p> <p>How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?</p> <p>Assessments:</p> <p>Teacher Observation</p> <p>Guiding Kinders Unit 1 test</p>	<p><u>Greedy Triangle</u></p> <p><u>Captain Invincible and Space Shapes</u></p> <p>Technology: Monkey Math Math Seeds 1-2-3 Letter Writing Park Math</p>
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Math



MATH- Unit 2


**GRADE
K**

COURSE DESCRIPTION: Decomposing Numbers, Measurement, and Comparing Objects


UNIT #/TIME PERIOD	CONCEPTS	COMPETENCIES emphasized/reinforced	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p>Unit 2 20 Days</p>	<p>Writing Numerals to 10</p> <p>Rote Counting to 100</p> <p>Decomposing Numbers</p> <p>Measurement</p> <p>Comparing Objects</p> <p>Graphing</p>	<p>-Rote count to 100.</p> <p>-Count forward beginning from a given number within the known sequence instead of having to begin at 0.</p> <p>-Name numerals 0-10.</p> <p>-Represent a number of objects with a written numeral 0-10.</p> <p>-Uses one-to-one correspondence when counting to 10.</p> <p>-State the total number of objects counted, demonstrating understanding that the last number named tells the number of objects counted.</p> <p>-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.</p> <p>-Compare two numbers between 1 and 10</p>	<p>CC.2.1.K.A.1 Know number names and write and recite the count sequence.</p> <p>CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.</p> <p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p> <p>CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19.</p> <p>CC.2.4.K.A.4 Classify objects and count the number of objects in each category.</p> <p>CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p>	<p>Essential Questions:</p> <p>What does it mean to estimate or analyze numerical quantities?</p> <p>How can recognizing repetition or regularity assist in solving problems more efficiently?</p> <p>Why does "what" we measure influence "how" we measure?</p>	<p>Guiding Kinders Unit 2</p> <p>Manipulatives:</p> <ul style="list-style-type: none"> ● Snap Cubes ● Ten Frames ● Spinners ● Dice ● Paper Clips ● Craft Sticks ● Counters ● Ruler ● Anchor Charts ● Graphs <p>Mentor Texts: <i>Quack and</i></p>

	<p>Vocabulary: Greater Than, Less Than, Length, Height, Weight, Capacity, One More, One Fewer,</p>	<p>presented as written numerals.</p> <p>~Describe measurable attributes of objects, such as length, weight, area or capacity.</p> <p>~Compare two objects with a measurable attribute in common and describe the difference.</p> <p>~Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings, and record each decomposition by a drawing or equation.</p> <p>~Collect, compare and record data on both bar and pie graphs.</p>		<p>Teacher Observations</p> <p>Guiding Kinders Unit 2 test</p>	<p><i>Count</i> <i>12 Ways to Get to 11</i> <i>More or Less</i> <i>Inch By Inch</i></p> <p>Technology: Monkey Math Math Seeds 1-2-3 Letter Writing Park Math</p>
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 Math	MATH- Unit 3				<u>GRADE</u> <u>K</u>
	<u>COURSE DESCRIPTION:</u> Making 10, Counting to 15, Story Problems				
UNIT #/TIME PERIOD	CONCEPTS	COMPETENCIES emphasized/ reinforced	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
Unit 3 20 Days	Making 10 Writing Numerals to 15 Rote Counting to 100 Story Problems Part/Part/Whole Vocabulary: Tens, Ones, Addition, Subtraction, Total, Ten Frame, More,	~Find the number that makes 10, for any number from 1 to 9, when added to the given number, by using objects or drawings, and record the answer with a drawing or equation. ~Solve addition and subtraction word problems, and add and subtract within 10, by using objects or drawings to represent the problem. ~Represent addition and subtraction with objects, fingers, mental images, and drawings, sounds acting out situations, verbal explanations, expressions, or equations. ~Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings, and record each	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 within 19. CC.2.4.K.A.4 Classify objects and count the number of objects in each category. CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.	Essential Questions: How is mathematics used to quantify, compare, represent, and model numbers? How are relationships represented mathematically? What does it mean to estimate or analyze numerical quantities?	Envisions Topics 6, 15, 16, Guiding Kinders Unit 3 Manipulatives: Ten frames Counters Snap Cubes Technology: Monkey Math Math Seeds 1-2-3 Letter Writing


	<p>Less,</p>	<p>decomposition by a drawing or equation.</p> <ul style="list-style-type: none"> - Rote count to 100. - Count forward beginning from a given number within the known sequence instead of having to begin at 0. - Name numerals 0 - 11. - Represent a number of objects with a written numeral 0 - 11. - Uses one-to-one correspondence when counting to 11. 		<p>Teacher Observations</p> <p>Guiding Kinders</p> <p>Unit 3 Test</p>	<p>Park Math</p> <p>Mentor Texts:</p> <p>Domino</p> <p>Each Orange</p> <p>Has 8 Slices</p> <p>Quack and Count</p> <p>12 Ways to Get to 11</p>
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<p>Math</p> 	<p>MATH- Unit 4</p>				<p>GRADE K</p>
<p>COURSE DESCRIPTION: One More/Less, Addition, Subtraction</p>					
<p>UNIT #/TIME PERIOD</p>	<p>CONCEPTS</p>	<p>COMPETENCIES emphasized/reinforced</p>	<p>STANDARDS/ ELIGIBLE CONTENT</p>	<p>ASSESSMENTS</p>	<p>RESOURCES</p>
<p>Unit 4 20 Days</p>	<p>One More/One Less Addition Subtraction Writing Numerals to 20 Rote Counting to 100 Vocabulary: Tens, Ones, Addition, Subtraction, Total, Place</p>	<p>~Find the number that makes 10, for any number from 1 to 9, when added to the given number, by using objects or drawings, and record the answer with a drawing or equation. ~Solve addition and subtraction word problems, and add and subtract within 10, by using objects or drawings to represent the problem. ~Name numerals 0 – 20. ~Represent a number of objects with a written numeral 0-20. ~Uses one-to-one correspondence when counting to 20. ~Classify up to 20 objects using one attribute into categories; display the number of objects in each category;</p>	<p>CC.2.1.KA.1 Know number names and write and recite the count sequence. CC.2.1.KA.2 Apply one-to-one correspondence to count the number of objects. CC.2.1.KA.3 Apply the concept of magnitude to compare numbers and quantities. CC.2.2.KA.1 Extend the concepts of putting together and taking apart to add and subtract within 10.</p>	<p>Essential Questions: How can mathematics support effective communication? What does it mean to estimate or analyze numerical quantities? Teacher Observation</p>	<p>Guiding Kinders Unit 4 <u>Manipulatives:</u> Counters Ten Frames Number Line Unifix Cubes Dice Number Cards Talk Cards <u>Technology:</u> Monkey Math Math Seeds 1-2-3 Letter Writing Park Math</p>


	<p>Value, Quantity, Digit</p>	<p>count and compare the quantities of each category and describe the difference</p> <p>- Rote count to 100.</p> <p>- Count forward beginning from a given number within the known sequence (instead of having to begin at 1)</p>		<p>Guiding Kinders Unit 4 Assessment</p>	<p>Mentor Texts: <u>Animals On Board</u> <u>Monsters Musical Chairs</u></p>
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<p>Math</p> 	<p>MATH- Unit 5</p>				<p>GRADE K</p>
<p>COURSE DESCRIPTION: Measurement, Data, Geometry, and Number Bonds</p>					
<p>UNIT #/TIME PERIOD</p>	<p>CONCEPTS</p>	<p>COMPETENCIES emphasized/reinforced</p>	<p>STANDARDS/ ELIGIBLE CONTENT</p>	<p>ASSESSMENTS</p>	<p>RESOURCES</p>
<p>Unit 5 20 Days</p>	<p>Measurement Data/Geometry Number Bonds Rote Counting Numerals to 100 Writing Numerals to 20 Vocabulary: Greater Than, Less Than, Heavier, Lighter, Weight, Capacity, Volume,</p>	<p>~Describe measurable attributes of objects, such as length, weight, area or capacity. ~Describe several measurable attributes of a single object. ~Compare two objects with a measurable attribute in common and describe the difference.</p> <p>Find the number that makes 10, for any number from 1 to 9, when added to the given number, by using objects or drawings, and record the answer with a drawing or equation.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, by using objects or drawings to represent the problem.</p>	<p>CC.2.1.K.A.1 Know number names and write and recite the count sequence.</p> <p>CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.</p> <p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p> <p>CC.2.4.K.A.4 Classify objects and count the number of objects in each category.</p> <p>CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.</p> <p>CC.2.4.K.A.1 Describe and</p>	<p>Essential Questions:</p> <p>What makes a tool and/or strategy appropriate for a given task?</p> <p>In what ways are the mathematical attributes of objects or processes measured, calculated and/or interpreted?</p> <p>How does the type</p>	<p>Guiding Kinders Unit 5</p> <p>Manipulatives: Dice Unifix Cubes Graphs Coins</p> <p>Technology: Monkey Math Math Seeds 1-2-3 Letter Writing Park Math</p>


	<p>Area, Addition, Subtraction, Equal, Total</p>	<ul style="list-style-type: none"> - Name numerals 0 - 20. - Represent a number of objects with a written numeral 0-20. - Uses one-to-one correspondence when counting to 20. - Classify up to 20 objects using one attribute into categories; display the number of objects in each category; count and compare the quantities of each category and describe the difference. - rote count to 100. - Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 	<p>compare attributes of length, area, weight, and capacity of everyday objects.</p> <p>CC.2.4.K.A.4 Classify objects and count the number of objects in each category.</p>	<p>of data influence the choice of display?</p> <p>Teacher Observation</p> <p>Guiding Kinders Unit 5 Assessment</p>	<p>Mentor Texts: <u>Mighty Maddie</u> <u>Capacity</u> <u>Lemonade For Sale</u> <u>Plus Sign</u> <u>Minus Sign</u> <u>A Fair Bear</u> <u>Share</u> <u>The Doorbell</u> <u>Rang</u></p>
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<p>Math</p> 	<p>MATH- Unit 6</p>				<p>GRADE K</p>
<p>COURSE DESCRIPTION: Addition, Subtraction, and Counting On</p>					
<p>UNIT #/TIME PERIOD</p>	<p>CONCEPTS</p>	<p>COMPETENCIES emphasized/reinforced</p>	<p>STANDARDS/ ELIGIBLE CONTENT</p>	<p>ASSESSMENTS</p>	<p>RESOURCES</p>
<p>Unit 6 20 days</p>	<p>Addition Subtraction Counting On Rote Counting Numerals to 100 Writing Numerals to 20</p>	<p>- Find the number that makes 10, for any number from 1 to 9, when added to the given number, by using objects or drawings, and record the answer with a drawing or equation. - Solve addition and subtraction word problems, and add and subtract within 10, by using objects or drawings to represent the problem. - Name numerals 0 - 20. - Represent a number of objects with a written numeral 0-20. - Uses one-to-one correspondence when counting to 20. - Classify up to 20 objects using one attribute; into categories; display the</p>	<p>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.2.4.K.A.4 Classify objects and count the number of objects in each category. CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10. CC.2.4.K.A.4 Classify objects and count the number of objects in each category.</p>	<p>Essential Questions: How is mathematics used to quantify, compare, represent, and model numbers? How can mathematics support effective communication? What does it mean to estimate or analyze numerical</p>	<p>Guiding Kinders Unit 6 Manipulatives: Counters Talk Cards Unifix Cubes Ten Frames Number Cards Technology: Monkey Math Math Seeds 1-2-3 Letter Writing Park Math</p>


		<p>number of objects in each category; count and compare the quantities of each category and describe the difference</p> <ul style="list-style-type: none"> - Note count to 100. - Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 		<p>quantities? Teacher Observation</p> <p>Guiding Kinders Unit 6 Assessment</p>	<p>Mentor Texts: <u>Mall Mania</u> <u>Ten For Me</u> <u>The Doorbell Rang</u> <u>Using Addition At Home</u> <u>Using Subtraction In The Park</u></p>
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	<p>Math</p> <p>MATH- Unit 7</p>				<p>GRADE</p> <p>K</p>
	<p>COURSE DESCRIPTION: Composing and Decomposing Teens, Word Problems</p>				
<p>UNIT #/TIME PERIOD</p>	<p>CONCEPTS</p>	<p>COMPETENCIES emphasized/reinforced</p>	<p>STANDARDS/ ELIGIBLE CONTENT</p>	<p>ASSESSMENTS</p>	<p>RESOURCES</p>
<p>MARCH</p>	<p>Composing and Decomposing Teens</p> <p>Word Problems</p> <p>Numerals to 100</p>		<p>CC.2.1.KA.1 Know number names and write and recite the count sequence.</p> <p>CC.2.1.KA.2 Apply one-to-one correspondence to count the number of objects.</p> <p>CC.2.1.KA.3 Apply the concept of magnitude to compare numbers and quantities.</p> <p>CC.2.4.KA.4 Classify objects and count the number of objects in each category.</p> <p>CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19.</p> <p>CC.2.2.KA.1 Extend the concepts of putting together and taking</p>	<p>Essential Questions:</p> <p>What does it mean to estimate or analyze numerical quantities?</p> <p>What makes a tool and/or strategy appropriate for a given task?</p> <p>How are relationships represented mathematically?</p>	<p>Guiding Kinders Unit 7</p> <p>Envisions Topics 10 & 11</p> <p>Manipulatives:</p> <p>Technology: Monkey Math Math Seeds 1-2-3 Letter Writing Park Math</p>

			<p>apart to add and subtract within 10.</p> <p>CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p> <p>CC.2.4.K.A.4 Classify objects and count the number of objects in each category.</p>	<p>How can recognizing repetition or regularity assist in solving problems more efficiently?</p> <p>Guiding Kinders Unit 7 Assessments</p> <p>Envisions Assessment for Topics 10 & 11</p>	<p>Mentor Texts: Leaping Lizards Jack The Builder Ten Flashing Fireflies</p>
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	<p>Math</p> <p>MATH- Unit 8</p> <p>COURSE DESCRIPTION: Measurement and Geometry</p>				<p>GRADE</p> <p>K</p>
	<p>UNIT #/TIME PERIOD</p>	<p>CONCEPTS</p>	<p>COMPETENCIES emphasized/reinforced</p>	<p>STANDARDS/ ELIGIBLE CONTENT</p>	<p>ASSESSMENTS</p>
<p>APRIL</p>	<p>Measurement</p> <p>Geometry</p> <p>Addition</p> <p>Subtraction</p> <p>Numerals to 100</p>		<p>CC.2.1.KA.1 Know number names and write and recite the count sequence.</p> <p>CC.2.1.KA.2 Apply one-to-one correspondence to count the number of objects.</p> <p>CC.2.1.KA.3 Apply the concept of magnitude to compare numbers and quantities.</p> <p>CC.2.4.KA.4 Classify objects and count the number of objects in each category.</p> <p>CC.2.2.KA.1 Extend the concepts of putting together and taking apart to add and subtract within 10.</p> <p>CC.2.3.KA.1 Identify and describe</p>	<p>Essential Questions:</p> <p>How is mathematics used to quantify, compare, represent, and model numbers?</p> <p>How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve</p>	<p>Envisions Topics 12, 13, 14, 15 & 16</p> <p>Guiding Kinders Unit 8</p> <p>Manipulatives:</p> <p>Technology: Monkey Math Math Seeds 1-2-3 Letter Writing Park Math</p>

			<p>two- and three-dimensional shapes.</p> <p>CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-dimensional shapes.</p> <p>CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p> <p>CC.2.4.K.A.4 Classify objects and count the number of objects in each category.</p>	<p>problems?</p> <p>How can geometric properties and theorems be used to describe, model, and analyze situations?</p> <p>Teacher Observation</p> <p>Guiding Kinders Unit 8 Assessment</p>	<p>Mentor Texts: Super Sand Castle Saturday Shapes, Shapes, Shapes Cubes, Cones and Spheres Animals on Board</p>
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<p>Math</p> 	<p>MATH- Unit 9</p>				<p>GRADE K</p>
	<p>COURSE DESCRIPTION: Comparing, Adding, and Subtracting</p>				
<p>UNIT #/TIME PERIOD</p>	<p>CONCEPTS</p>	<p>COMPETENCIES emphasized/reinforced</p>	<p>STANDARDS/ ELIGIBLE CONTENT</p>	<p>ASSESSMENTS</p>	<p>RESOURCES</p>
<p>MAY</p>	<p>Comparing Adding/Subtracting Coins Patterns Time</p>	<p>Same as above plus: ~Identify penny, nickel, dime and quarter. ~Identify the value of penny, nickel, dime and quarter. ~Naming, recognizing and repeating patterns. ~Identify the parts of a clock. ~Tell time to the hour ~Recognize the difference between analog and digital clocks.</p>	<p>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 the concepts of putting together and taking apart to add and subtract within 10.</p>	<p>Essential Questions: How can patterns be used to describe relationships in mathematical situations? How can mathematics support effective communication? How can recognizing repetition or regularity assist in</p>	<p>Envisions Topics 4, 9 Guiding Kinders Unit 9 Manipulatives: Technology: Monkey Math Math Seeds 1-2-3 Letter Writing Park Math Mentor Texts: More or Less</p>

				solving problems more efficiently? Teacher Observation Guiding Kinders Unit 9 Assessment Envisions Tests for Topics 4 & 9	Ten For Me Subtraction Action Mission Addition
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