Kindergarten Math

Units of Study * all instructional days include 1 day to assess REVEAL Units of Study	
Math Connect	Daily Skill Practice
Unit 1	Unit Math is Mine **August 15th -29th**
Unit 2	Numbers to 5 **August 30th- September 21st**
Unit 3	Numbers to 10 **September 22nd-October 18th**
Unit 4	Sort and Classify, and Count Objects **October 19th- November 2nd**
Unit 5	2 Dimensional Shapes (3 days) **November 3rd- November 7th**
Unit 6	Understand Addition **November 8th-November 29th**
Unit 7	Understand Subtraction **November 30th-December 14th**
Unit 8	Addition and Subtraction Strategies **January 3rd-January 23rd**
Unit 9	Numbers 11 to 15 **January 24th- February 7th**
Unit 10	Numbers 16-19 **February 8th-February 23rd**
Unit 11	3- Dimensional Shapes **February 24th-March 10th**
Unit 12	Count to 100) **March 13th-March 24th**
Unit 13	Analyze, Compare, and Compose Shapes **April 3rd- April 18th**
Unit 14	Compare Measurable Attributes **April 19th- May 2nd**
Unit 15	Patterns **May 3rd - May 9th**
Unit 16	Time and Temperature **May 10th-May 19th**

		Units **Green**: Priority Standards **Pink**: Supporting Standards															
			MC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Standards	NS	1													x		
		2			x	x						x	x				
		3			x	x									x		
		4			x	x											
		5													x		
		6				x	x										
		7			x	x											
		8			x	x											
		9			x	x	x										
		10									x						
		11									x	x	x				
	CA	1							x	x	x						
		2							x	x							
		3									x						
		4									x						
		5		x	x												
	G	1						x						x			
		2														x	
		3														x	
		4														x	
	M	1															x
		2															
	DA	1					x										

Unit 1- **Math Is……. August 15th -29th**

<table>
<tr><td colspan="2"><u>General Description of the Unit</u>
Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.</td></tr>
<tr><td><u>Priority Standards</u>

Sense- Making Routines
-Notice and Wonder</td><td><u>Supporting Standards</u>
● 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
● 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.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.1 Count to at least 100 by ones and tens and count on by one from any number.
● K.CA.5 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.</td></tr>
</table>

Enduring Understandings	**Essential Questions**
• Students understand that we each have our own math story. • Students understand that a problem is a question to answer and that math can often help to answer the question. • Students understand that mathematics can be used to represent a real-world problem. • Students understand tah sharing their thinking about the mathematics they are using to solve problems is an important part of doing math. • Students understand that patterns are an important part of doing math. • Students understand the factors that contribute to a productive environment.	❑ What do you notice about Dakota's classroom? ❑ What do you see outside the window of the classroom? ❑ Where do you see math?

Key Concepts		**Related Concepts**	**Math Terms**
☐ I can describe ways we use math in our lives and our world. ☐ I can tell my math story. ☐ I can explain what a problem is. ☐ I can talk about numbers.		☐ I can give an appropriate rule for growing patterns with numbers and shapes. (K.CA.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	☐ **hobby** ☐ **story** ☐ **strength** ☐ **problem** ☐ **circle** ☐ **rectangle** ☐ **triangle** ☐ **shape** ☐ **square** ☐ **cube** ☐ **cylinder**

<table>
<tr>
<td>☐ I can show a real world situation using mathematics.
☐ I can explain my thinking.
☐ I can notice patterns.
☐ I can describe patterns.
☐ I can work well on my own and in a group.</td>
<td></td>
<td>is how many objects have been counted. (K.NS.4)</td>
<td>☐ diamond
☐ pattern

<u>Academic Terms</u>
● future
● positive
● describe
● explain</td>
</tr>
<tr>
<td colspan="2"><u>Mathematical Processes</u>
● PS-4 Model with mathematics
● PS-5 Use appropriate tools strategically
● PS-2 Construct arguments and critique the reasoning of others
● PS- 6 Attend to precision</td>
<td colspan="2"><u>Employability Skills</u></td>
</tr>
<tr>
<td colspan="4"><u>SEL Indicators</u>
● Self-Awareness
● Self-Management
● Social Awareness
● Relationship Skills
● Responsible Decision-Making</td>
</tr>
</table>

Unit 2- Numbers to 5 **August 30th- September 21st**

General Description of the Unit

How do I count, show, and compare numbers?

The unit develops early quantitative reasoning skills as students sound to compare numbers to 5. Students practice the sequence of number names as they count by 1's. They learn the relationship between number names and quantities and that the later a number is counted in a sequence, the greater the quantity it represents.

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

	❏ 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).
Proficiency Scales **K.NS.4**	**Tiered Assessments** **Performance task** **Unit form A and B**
Enduring Understandings ☐ Students understand that counting tells how many objects are in a group of up to 3 objects. ☐ Students count objects in a scattered arrangement up to 3 objects. ☐ Students understand that counting tells how many are in a group of up to 3 objects. ☐ Students count objects in a scattered arrangement up to 5 objects. ☐ Students develop an understanding that a group with no object is represented with zero. ☐ Students develop an understanding that each number said when counting represents one more. ☐ Students match objects in two groups by using one to one correspondence. ☐ Students match objects in two groups to determine which group has a greater number of objects.	**Essential Questions** ❏ How do you count a group of objects? ❏ How do you know if one group has more than another group?

☐ Students count objects in two groups to compare the groups.	

Key Concepts

- I can count objects to 3.
- I can explain how to count objects to 3.
- I can show numbers 1,2, and 3.
- I can explain how to show numbers 1,2 and 3.
- I can count objects to 5.
- I can explain how to count objects to 5.
- I can show numbers 4 and 5.
- I can explain how to show numbers 4 and 5.
- I can identify 0.
- I can explain how to identify 0.
- I can identify the number that is one more.
- I can tell if groups are equal by matching the objects in the groups.
- I can use matching to determine if the number of objects in one group is greater than or less than the number of objects in another group.
- I can explain how to use matching to determine if the number of objects in one group is greater

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 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 compare two numbers from 1 to 20. (K.NS.8)
- ❏ 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)
- ❏ 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)

Math Terms

- ❏ one
- ❏ two
- ❏ three
- ❏ four
- ❏ five
- ❏ zero
- ❏ one more
- ❏ equal
- ❏ equal group
- ❏ matching
- ❏ fewer
- ❏ greater than
- ❏ less than
- ❏ one more
- ❏ equal
- ❏ equal group
- ❏ matching

Academic Terms

- count
- explain
- model
- order
- example
- explain
- represent
- compare

than or less than the number of objects in another group. ● I can use counting to determine if a number of objects in a group is greater than, less than or equal to the number of objects in another group. ● I can explain how to use counting to determine if the number of objects in one group is greater than less than or equal to a number.		● relate ● describe
Mathematical Processes ● *PS-4 Model with mathematics* ● *PS- 6 Attend to precision* ● *PS-2 Reason abstractly and quantitatively* ● *PS-7 look for and make use of structure*		
SEL Indicators ● **Self-Awareness-Self-Confidence, Self-Efficacy** ● **Relationship Skills-Communication** ● **Self-Management-Control Impulses, Goal Setting** ● **Social Awareness-Respect Others, Empathy** ● **Responsible Decision-Making-Problem Solving, Evaluate**		
	Digital IDOE Examples/Tasks K.NS.3 iReady/Counting up to 20 Objects K.NS.3 IDOE Examples/Tasks K.NS.4 IDOE Examples/Tasks K.CA.5	**Manipulatives** Ten Frames Ten Frame Ten Frame Version 2 Five Frame

		Base Ten Blocks Base Ten Blocks Version 2 Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Number Line Pan Balance Math Balance

Unit 3- Numbers to 10 **September 22nd-October 18th**

General Description of the Unit

Counting, Comparing and Writing Numbers

In this unit students count objects up to 10 in various arrangements. Students are reminded that the number of objects in a group does not change when the arrangement changes and that the last number said when counting a group tells how many are in the group. Students will compare groups of up to 10 objects by matching and counting the objects in each group, using the words more, less, greater than, less than, same and equal when comparing the two groups. Students will be taught the proper steps in making each number and the number will be connected to representing a group of objects.

Priority 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

Supporting Standards

- K.NS.3 Find the number that is one more than or one less than any whole number to 20
- 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.were counted.
- 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.NS.8 Compare the values of two numbers from 1 to 20 presented as written numerals.
- 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).

Proficiency Scales

K.NS.4

Tiered Assessments

Performance task

	Unit form A and B
Enduring Understandings ☐ Students understand that objects can be counted regardless of their arrangement and that numerals represent qualities ☐ Students understand that pairing each object with one number name when counting ☐ Students understand that each successive number frame refers to a quantity that is one more than the preceding number ☐ Students can compare two groups by matching or counting objects and comparing numerals ☐ Students can represent number objects in a group with a written numeral	**Essential Questions** ☐ What do we already know about counting? ☐ What do you know about comparing numbers? ☐ What do you think you will be doing in this unit?

Key Concepts	**Related Concepts**	**Math Terms**
• I can count objects to 7. • I can explain how to count objects to 7.I can show numbers 6 & 7. • I can explain how to show numbers 6 & 7. • I can count objects to 9. • I can explain how to count objects to 9. • I can show numbers 8 & 9. • I can explain how to show numbers 8 & 9. • I can count objects to 10. • I can explain how to count objects to 10. • I can show the number 10.	☐ **N/A**	☐ six ☐ seven ☐ eight ☐ nine ☐ ten ☐ one more ☐ equal ☐ fewer ☐ more ☐ equal groups ☐ greater than ☐ less than ☐ one ☐ two ☐ three

• I can explain how to show the number 10. • I can identify the number that is one more. • I can explain how to identify the number that is one more. • I can use matching and counting to determine if the number of objects in one group is greater than or less than the number of objects in another group. • I can explain how to compare the number of objects in two groups by matching or counting the objects in each group. • I can compare two numbers by counting, • I can explain how to compare two numbers by counting. • I can write numbers to show how many. • I can explain how to write numbers to show how many. • I can write numbers to show how many. • I can explain how to write numbers to show how many. • I can write numbers to show how many. • I can explain how to write numbers to show how many.		☐ zero ☐ four ☐ five **<u>Academic Terms</u>** • count • explain • model • order • represent • compare • describe • place • understand • careful • point

Mathematical Processes

- *PS-4 Model with Mathematics*
- *PS-6 Attend to precision*
- *PS-2 Reason abstractly and quantitatively*
- *PS-2 Construct arguments and critique the reasoning of others*

SEL Indicators

- **Self-Awareness- Self-Confidence, Accurate Self Perception**
- **Relationship Skills-Teamwork, Social Engagement**
- **Self-Management-Self-Motivation, Self Discipline, Organization**
- **Social Awareness-Develop Perspective, Appreciate Diversity**
- **Responsible Decision-Making-Evaluate, Reflect**

	Digital	**Manipulatives**
	IDOE Examples/Tasks K.NS.4 IDOE Examples/Tasks K.NS.6 IDOE Examples/Tasks K.NS.2 IDOE Examples/Tasks K.NS.7 IDOE Examples/Tasks K.NS.8 IDOE Examples/Tasks K.NS.9	Ten Frames Ten Frame Ten Frame Version 2 Five Frame Base Ten Blocks Base Ten Blocks Version 2 Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Number Line Pan Balance Math Balance

Unit 4- Sort and Classify, and Count Objects **October 19th- November 2nd**

<table>
<tr><td colspan="2"><u>General Description of the Unit</u>
Sorting and Counting
In this unit, students are introduced to the idea that objects have different characteristics or attributes that define them, such as the shape, size, or color of an object. These attributes are used to identify how objects are alike and how they are different. Students analyze objects that are the same shape but different sizes or the same size but different colors. Students will explore the idea that the same group of objects can be sorted in different ways, showing students that there are multiple easy to think about groupings. Students are shown that counting can help them think about groups using strategies such as touching or moving objects while counting. Number labels are shown under each group to build connection between the numeral and the number of objects. Students compare the numbers using words like more, fewer, most, fewest and equal.</td></tr>
<tr><td><u>Priority Standards</u>
K.DA.1 Identify, sort, and classify objects by size, number, and other attributes that do not belong to a particular group and explain the reasoning used</td><td><u>Supporting Standards</u>
K.NS.6 Recognize sets of one to 10 objects in patterned arrangements and tell how many without counting.
K.CA.5 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.
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.were counted.</td></tr>
<tr><td><u>Proficiency Scales</u>
<u>K.DA.1</u></td><td><u>Tiered Assessments</u>

Performance task
Unit form A and B</td></tr>
</table>

Enduring Understandings

- Students develop understanding of attributes that are alike and different
- Students develop understanding of how to sort objects into different groups according to their attributes
- Students develop understanding of how to count objects in sorted groups
- Students develop understanding of how to use a numerical quantity to describe the size of a group

Essential Questions

- ☐ What does it mean if objects are alike or different?
- ☐ How could you sort objects?

Key Concepts

- I can identify how objects are alike and different
- I can explain how objects are alike and different.
- I can recognize different attributes and sort objects into groups.
- I can explain how I sorted each group.
- I can sort and count objects.
- I can explain how to count sorted groups of objects.
- I can describe sorted groups by attribute and number of objects in each group.
- I can compare sorted groups based on attribute and number of objects in each group.

Related Concepts

- ☐ N/A

Math Terms

- ☐ alike
- ☐ different
- ☐ sort
- ☐ fewer
- ☐ more
- ☐ shape
- ☐ size

Academic Terms

- compare
- describe
- group
- similar
- count
- explain

Mathematical Processes

- *PS- 3 Construct viable arguments and critique the reasoning of others*
- *PS-8 Look for and express regularity in repeated reasoning*

- *PS- 6 Attend to precision*
- *PS-7 look for and make use of structure*

SEL Indicators

- **Self-Awareness- Self-Efficacy**
- **Relationship Skills-Social Engagement**
- **Self-Management-**
- **Social Awareness-Appreciate Diversity**
- **Responsible Decision-Making-Ethical Responsibility**

	Digital	**Manipulatives**
	IDOE Examples/Tasks K.CA.5 IDOE Examples/Tasks K.DA.1 IDOE Examples/Tasks K.NS.9 IDOE Examples/Tasks K.NS.6	Ten Frames Ten Frame Ten Frame Version 2 Five Frame Base Ten Blocks Base Ten Blocks Version 2 Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Number Line Pan Balance Math Balance

Unit 5-2 Dimensional Shapes (3 days) **November 3rd- November 7th**

General Description of the Unit

2-Dimensional Shapes

In this unit students are introduced to geometry starting with 2-dimensional shapes. The shapes include triangles, squares, rectangles, circles, and hexagons. Shapes are identified by the number of sides and vertices. By counting and numbering the sides and vertices, students identify various examples of each shape. Students learn that shapes are defined by their characteristics, squares always have four sides, circles always have no sides. These attributes not only describe but also identify the shapes. Students will learn to describe the position of these shapes in their environment using position words such as beside, next to, above, behind, and below.

Priority 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).

Supporting Standards

- 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.

Proficiency Scales

K.G.2

Tiered Assessments

Performance task

Unit form A and B

Enduring Understandings

- Students develop understanding of basic 2-dimensional shapes
- Students develop understanding of positional words

Essential Questions

- ☐ What shapes do you know about?
- ☐ What shapes can you draw?
- ☐ What shapes can you see in our classroom?

Key Concepts

- I can identify and name a triangle.
- I can describe a triangle.

Related Concepts

- ☐ **N/A**

Math Terms

- ☐ side
- ☐ triangle
- ☐ vertex/vertices

• I can identify and name a square and a rectangle. • I can describe a square and a rectangle. • I can identify and name a hexagon. • I can describe a hexagon. • I can identify and name a circle. • I can describe a circle. • I can identify and name a flat shape. • I can describe the relative position of flat shapes. • I can identify the positions of the objects in space using the words inside, outside, near, and far. • I can explain how to identify the positions of objects in space using the words inside, outside, near, and far. • I can identify the positions of objects in space using the words up, down, left, and right. • I can explain how to identify the positions of objects in space using the words up, down, left, and right. • I can use the words over, under, and between to describe or place an object with respect to another object. • I can explain how to use the words over, under, and between to		☐ corner ☐ rectangle ☐ square ☐ hexagon ☐ circle ☐ above ☐ behind ☐ below ☐ beside ☐ in front of ☐ next to ☐ inside ☐ outside ☐ near ☐ far ☐ up ☐ down ☐ left ☐ right ☐ over ☐ under ☐ between **<u>Academic Terms</u>** • describe • explain • example • point • because • property

describe or place an object with respect to another object.		• agree with • place

Mathematical Processes

- *PS-4 Model with mathematics*
- *PS-8 Look for and express regularity in repeated reasoning*
- *PS- 6 Attend to precision*
- *PS- 3 Construct viable arguments and critique the reasoning of others*

SEL Indicators

- **Self-Awareness- Recognize Strengths**
- **Relationship Skills-Communication**
- **Self-Management-Control Impulses**
- **Social Awareness-Empathy**
- **Responsible Decision-Making-Analyze Situations**

	Digital	**Manipulatives**
	IDOE Examples/Tasks K.G.1 IDOE Examples/Tasks K.G.2	Ten Frames Ten Frame Ten Frame Version 2 Five Frame Base Ten Blocks Base Ten Blocks Version 2 Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar

		Number Line Pan Balance Math Balance

General Description of the Unit

Basic Addition Concepts and Vocabulary

In this unit, students are introduced to basic addition concepts through 10. They will use drawings and objects to concretely represent addition stories to add one part to another part, and to put two parts together. Students are introduced to the plus and equal signs and they learn how to use those signs to represent addition situations symbolically. Students also solve word problems involving "add to" and "put together" situations.

Priority Standards

- 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).

Supporting Standards

- K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.

Proficiency Scales

K.CA.2

Tiered Assessments

Performance task
Unit form A and B

Enduring Understandings

- Students develop understanding of how to solve add to and put together problems
- Students develop understanding of how to solve problems involving addition
- Students develop understanding of how to recognize and represent addition situations

Essential Questions

- Have you ever added two numbers?
- What does it mean to add numbers?
- How do you add numbers?

Key Concepts

- I can show add to problems.
- I can explain how to show add to problems.

Related Concepts

☐ N/A

Math Terms

☐ add
☐ in all
☐ join
☐ sum (total)

• I can show add to problems with objects and equations. • I can explain how to show add to problems with objects and equations. • I can show putting together two parts to find the total. • I can explain how to put together two parts to find a total. • I can solve addition word problems using objects or drawings. • I can explain how to use objects or drawings to solve addition word problems. • I can represent and solve addition word problems. • I can explain how to represent and solve addition word problems.		☐ equal sign ☐ equation ☐ plus sign **<u>Academic Terms</u>** • count • place • example • combine • differ/different • compare • similar

<u>Mathematical Processes</u>

- *PS- 3 Construct viable arguments and critique the reasoning of others*
- *PS-4 Model with mathematics*
- *PS-7 look for and make use of structure*

<u>SEL Indicators</u>

- **Self-Awareness- Self-Efficacy**
- **Relationship Skills-Teamwork**
- **Self-Management-Manage Stress**
- **Social Awareness- Develop Perspective**

● **Responsible Decision-Making-Identity Problems**		
	Digital IDOE Examples/Tasks K.CA.2 IDOE Examples/Tasks K.CA.1	**Manipulatives** Ten Frames Ten Frame Ten Frame Version 2 Five Frame Base Ten Blocks Base Ten Blocks Version 2 Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Number Line Pan Balance Math Balance

Unit 7- Understand Subtraction **November 30th-December 14th**

General Description of the Unit

Representing Subtraction

In this unit, students develop basic subtraction concepts within 10. They use objects, drawings, and equations to represent subtraction stories. Students begin by representing and solving subtraction situations that involve taking apart a group of objects. Then they represent and solve subtraction situations involving taking one part from a larger group. Students learn various strategies to represent subtraction stories, such as counting, using objects, drawing pictures and acting out the problem. As students represent subtraction stories, students draw upon their knowledge of decomposing numbers. At the end of the unit, students solve addition and subtraction problems, allowing them to connect the operations. Students learn that an equation can represent a subtraction story.

Priority Standards

- K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.

Supporting Standards

- 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).

Proficiency Scales

Tiered Assessments

Performance task
Unit form A and B
Benchmark Assessment 2

Enduring Understandings

- Students develop understanding of how to take apart a quantity
- Students develop understanding of subtraction as taking from a given quantity
- Students develop understanding of addition as putting two numbers together and subtraction as taking apart

Essential Questions

- Have you ever had to subtract before?
- What do you do when you subtract?

Key Concepts

- I can represent take apart problems.

Related Concepts

- ☐ N/A

Math Terms

- ☐ difference
- ☐ subtract

• I can explain how to represent take apart problems. • I can represent and solve take from problems. • I can explain how to represent and solve take from problems. • I can represent and solve take from problems. • I can explain how to represent and solve take from problems. • I can represent and solve subtraction problems. • I can explain how to represent and solve subtraction problems. • I can represent and solve addition and subtraction problems. • I can explain how to represent and solve addition and subtraction problems.		☐ minus ☐ equation ☐ minus sign ☐ add **Academic Terms** • count • different • explain • reasoning • solve • pattern • understand
Mathematical Processes • *PS-4 Model with mathematics* • *PS-8 Look for and express regularity in repeated reasoning* • *PS- 6 Attend to precision* • *PS-1 Make sense of problems and persevere in solving them.* • *PS- 3 Construct viable arguments and critique the reasoning of others*		
SEL Indicators • **Self-Awareness- Accurate Self-Perception** • **Relationship Skills-Build Relationships** • **Self-Management-Manage Stress**		

• **Social Awareness-Develop Perspective** • **Responsible Decision-Making-Identify Problems**		
	Digital IDOE Examples/Tasks K.CA.2 IDOE Examples/Tasks K.CA.1	**Manipulatives** Ten Frames Ten Frame Ten Frame Version 2 Five Frame Base Ten Blocks Base Ten Blocks Version 2 Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Number Line Pan Balance Math Balance

General Description of the Unit

Composing and Decomposing Numbers

In this unit, students will learn composing and decomposing numbers is about recognizing and representing numbers as combinations of smaller numbers. Students develop skill in finding multiple easy to make a given number or break apart a given number. Students will develop an ability to visualize amounts within a group of objects without having to count each object in the group.

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.]

Supporting Standards

- K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.
- K.NS.10 Separate sets of 10 or fewer objects into equal groups.
- 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.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.

Proficiency Scales

K.CA.3

Tiered Assessments

Performance task

Unit form A and B

Enduring Understandings

- Students develop understanding of addition as counting on from one number by another number, resulting in a sum
- Students develop understanding of subtraction as taking away by counting back from one number by another number, resulting in a difference

Essential Questions

- How can I make and decompose numbers in more than one way?
- How are adding and subtracting similar and different?
- What might it mean to make a number?

• Students develop understanding of composing and decomposing numbers 6 through 10 in different ways • Students develop understanding of how to represent compositions and decompositions with equations.		
Key Concepts • I can solve addition equations within 5. • I can explain how to solve addition equations within 5. • I can solve subtraction equations within 5. • I can explain how to solve subtraction equations within 5. • I can make 6 & 7 in different ways. • I can explain how to make 6 & 7 in different ways. • I can decompose 6 & 7 in different ways. • I can explain how to decompose 6 & 7 in different ways. • I can make 8 & 9 in different ways. • I can explain how to make 8 & 9 in different ways. • I can decompose 8 & 9 different ways. • I can explain how to decompose 8 & 9 in different ways. • I can make 10 in different ways. • I can find different number combinations for 10.	**Related Concepts** ☐ **N/A**	**Math Terms** ☐ add ☐ count on ☐ number path ☐ sum (total) ☐ count back ☐ difference ☐ subtract ☐ equation ☐ make (compose) ☐ decompose (break apart) **Academic Terms** • explain • model • solve • combine • pattern • different • idea • combination • because • agree with • symbol • list • understand

• I can decompose 10 in different ways. • I can explain how to decompose 10 in different ways.		

Mathematical Processes

- *PS-1 Make sense of problems and persevere in solving them*
- *PS-2 Reason abstractly and quantitatively*
- *PS-7 look for and make use of structure*
- *PS- 3 Construct viable arguments and critique the reasoning of others*
- *PS-4 Model with mathematics*
- *PS-8 Look for and express regularity in repeated reasoning*
- *PS-5 Use appropriate tools strategically*

SEL Indicators

- **Self-Awareness- Identify Emotions, Recognize Strengths**
- **Relationship Skills-Build Relationships, Communication**
- **Self-Management-Goal Setting, Organizational Skills**
- **Social Awareness-Respect Others**
- **Responsible Decision-Making-Solve Problems**

	Digital	**Manipulatives**
	IDOE Examples/Tasks K.CA.3 IDOE Examples/Tasks K.CA.4 IDOE Examples/Tasks K.CA.1 IDOE Examples/Tasks K.NS.10 IDOE Examples/Tasks K.NS.11	Ten Frames Ten Frame Ten Frame Version 2 Five Frame Base Ten Blocks Base Ten Blocks Version 2 Interactive 100s Chart Two Color Counters Bear Counters

		Unifix Cubes Marble Jar Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Number Line Pan Balance Math Balance

Unit 9- Numbers 11 to 15 **January 24th- February 7th**

General Description of the Unit

Numbers 11 to 15

In this unit, students learn to represent a group of 11 to 15 objects. They also learn how to compose and decompose groups of 11 to 15 objects into ten ones and some more ones.

Priority Standards	**Supporting Standards**
• 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.1 Count to at least 100 by ones and tens and count on by one from any number. • 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).	☐ N/A
Proficiency Scales **K.NS.1** **K.NS.2**	**Tiered Assessments** **Performance task** **Unit form A and B**
Enduring Understandings • Students develop understanding of how to represent a number of objects with a numeral • Students develop understanding of how to compose and decompose numbers greater than 10 by making a group of ten ones and some more ones.	**Essential Questions** ☐ How can I represent, make, and decompose numbers to 11 to 15? ☐ How do you know what number comes next when you are counting? ☐ How do you write the number [7]? ☐ What is this number?

Key Concepts	**Related Concepts**	**Math Terms**
• I can represent 11, 12, & 13. • I can explain how to represent 11, 12 & 13. • I can make groups of 11, 12, & 13 objects. • I can explain how to make groups of 11, 12 & 13. • I can decompose groups of 11, 12, &13. • I can explain how to decompose groups of 11, 12, & 13. • I can explain how to decompose groups of 11, 12, & 13. • I can represent 14 & 15. • I can explain how to represent 14 & 15. • I can make groups of 14 & 15 objects. • I can explain how to make groups of 14 & 15 objects. • I can decompose groups of 14 & 15 objects . • I can explain how to decompose groups of 14 & 15 objects.	☐ **N/A**	☐ eleven ☐ twelve ☐ thirteen ☐ equation ☐ make (compose) ☐ decompose (break apart) ☐ fourteen ☐ fifteen **Academic Terms** • count • represent • explain • match • example • describe • helpful • check

Mathematical Processes

- *PS-7 look for and make use of structure*
- *PS-4 Model with mathematics*

<table>
<tr><td colspan="3">

- *PS-5 Use appropriate tools strategically*

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SEL Indicators

- **Self-Awareness- Self-Discipline**
- **Relationship Skills- Teamwork**
- **Self-Management- Self-Discipline**
- **Social Awareness-Respect Others, Appreciate Diversity**
- **Responsible Decision-Making-Solve Problems**

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<tr><td></td><td>

Digital

IDOE Examples/Tasks K.NS.1
IDOE Examples/Tasks K.NS.11
IDOE Examples/Tasks K.NS.2

</td><td>

Manipulatives

Ten Frames
Ten Frame
Ten Frame Version 2
Five Frame
Base Ten Blocks
Base Ten Blocks Version 2
Interactive 100s Chart
Two Color Counters
Bear Counters
Unifix Cubes
Marble Jar
Interactive 100s Chart
Two Color Counters
Bear Counters
Unifix Cubes
Marble Jar
Number Line
Pan Balance
Math Balance

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</table>

Unit 10- Numbers 16-19 **February 8th-February 23rd**

General Description of the Unit
Composing and Decomposing Numbers 16-20

In this unit, students practice composing and decomposing numbers to gain the ability to recognize and represent numbers as combinations of smaller numbers. Students focus on the numbers 16-20 developing skills to make or break apart a given number. Students also practice writing the numerals 16-20. Students also gain a foundation for addition and subtraction skills, because they begin to think of all possible groupings to make or break apart a given number.

Priority Standards	**Supporting Standards**
• 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.1 Count to at least 100 by ones and tens and count on by one from any number. • 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).	☐ N/A
Proficiency Scales **K.NS.1** **K.NS.2** **K.NS.11**	**Tiered Assessments** **Performance task** **Unit form A and B** **Benchmark Assessment 3**
Enduring Understandings • Students develop understanding of counting to determine a group of up to 20 objects • Students develop understanding that a numeral stands for the number of objects in a group	**Essential Questions** ☐ How can I represent, make, and decompose numbers 16 to 20? ☐ What does it mean to show a number? ☐ What do you think you will be doing in this unit?

- Students develop understanding that some numbers are a group of 10 ones and some more ones
- Students develop understanding of equations representing numbers
- Students develop understanding of how to decompose numbers into a group of 10 ones and some more ones

Key Concepts

- I can represent 16 & 17.
- I can explain how to represent 16 & 17.
- I can make groups of 16 & 17 objects.
- I can explain how to make groups of 16 & 17 objects.
- I can decompose groups of 16 & 17.
- I can explain how to decompose groups of 16 & 17 objects.
- I can represent 18 & 19.
- I can explain how to represent 18 & 19.
- I can make groups of 18 & 19 objects.
- I can explain how to make groups of 18 & 19 objects.
- I can decompose groups of 18 & 19.
- I can explain how to decompose groups of 18 & 19 objects.
- I can represent, make, and decompose groups of 20 objects.

Related Concepts

- ☐ **N/A**

Math Terms

- ☐ sixteen
- ☐ seventeen
- ☐ equation
- ☐ make (compose)
- ☐ decompose (break apart)
- ☐ eighteen
- ☐ nineteen
- ☐ twenty

Academic Terms

- count
- tool
- agree with
- explain
- perform
- thinking
- idea
- clue

• I can explain how to represent, make, and decompose groups of 20 objects.		

Mathematical Processes

- *PS-5 Choose appropriate tools strategically*
- *PS-6 Attend to precision*
- *PS- 3 Construct viable arguments and critique the reasoning of others*
- *PS-4 Model with mathematics*
- *PS-1 Make sense of problems and persevere in solving them.*
- *PS-4 Model with mathematics*
- *PS-2 Reason abstractly and quantitatively*
- *PS-8 Look for and express regularity in repeated reasoning*

SEL Indicators

- **Self-Awareness- Self-Confidence, Recognize Strengths**
- **Relationship Skills-Social Engagement, Build Relationships**
- **Self-Management-Control Impulses**
- **Social Awareness-Appreciate Diversity**
- **Responsible Decision-Making-Evaluate**

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

		Two Color Counters Bear Counters Unifix Cubes Marble Jar Number Line Pan Balance Math Balance

Unit 11- 3- Dimensional Shapes **February 24th-March 10th**

General Description of the Unit **2-dimensional or 3-dimensional?**

This unit introduces 3 dimensional shapes. Students are asked to identify whether objects are 2-dimensional or 3-dimensional shapes. Students are encouraged to use the geometric vocabulary they learned in the earlier unit when describing 3-dimensional shapes. Students identify the position of solid shapes in real-world contexts using the words above, behind, below, besides, in front of, and next to.

Priority Standards

- K.GA.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.GA.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).

Supporting Standards

☐ N/A

Proficiency Scales

K.G.2

Tiered Assessments

Performance task
Unit form A and B

Enduring Understandings

- Students develop understanding of 2-dimensional shapes as flat and 3-dimensional shapes as solid
- Students develop understanding of the attributes and characteristics of 3-dimensional shapes
- Students develop understanding of spatial relationships between objects as a way of describing their positions

Essential Questions

☐ How can I identify 3-dimensional shapes?
☐ What do you know about shapes?
☐ Do you think there are shapes that are not flat?What would they look like?

Key Concepts

- I can tell if a shape is flat or solid.

Related Concepts

☐ **N/A**

Math Terms

☐ 2-dimensional shape

● I can describe the difference between flat shapes and solid shapes. ● I can identify and name a cube. ● I can describe a cube. ● I can identify and name a sphere. ● I can describe a sphere. ● I can identify and name a cylinder ● I can describe a cylinder. ● I can identify and name a cone. ● I can describe a cone. ● I can identify and name a solid shape. ● I can describe the location of a solid shape.		☐ 3-dimensional shape ☐ flat shape ☐ solid shape ☐ cube ☐ face ☐ vertex ☐ rounded surface ☐ sphere ☐ base ☐ cylinder ☐ apex ☐ cone ☐ above ☐ behind ☐ below ☐ beside ☐ in front of ☐ next to **<u>Academic Terms</u>** ● compare ● sort ● different ● differ ● similar ● agree with ● explain

<u>Mathematical Processes</u>

- *PS- 3 Construct viable arguments and critique the reasoning of others*
- *PS-8 Look for and express regularity in repeated reasoning*

<table>
<tr><td colspan="3">

- *PS-1 Make sense of problems and persevere in solving them.*

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SEL Indicators

- **Self-Awareness- Recognize Strengths**
- **Relationship Skills-Teamwork**
- **Self-Management-**
- **Social Awareness-Empathy**
- **Responsible Decision-Making-Identify Problems**

</td></tr>
<tr><td></td><td>Digital
IDOE Examples/Tasks K.G.1
IDOE Examples/Tasks K.G.2</td><td>Manipulatives

Ten Frames
Ten Frame
Ten Frame Version 2
Five Frame
Base Ten Blocks
Base Ten Blocks Version 2
Interactive 100s Chart
Two Color Counters
Bear Counters
Unifix Cubes
Marble Jar
Interactive 100s Chart
Two Color Counters
Bear Counters
Unifix Cubes
Marble Jar
Number Line
Pan Balance
Math Balance</td></tr>
</table>

Unit 12- Count to 100) **March 13th-March 24th**

General Description of the Unit

Counting to 100

In this unit, students extend their counting skills to count to 100. Students will count by 1s through 50 and through 100. Students also develop an understanding of counting by 10s. As students become proficient with counting by 10s they begin to explore patterns on the hundred chart that relate to groupings of 10. Students practice counting on and up form a number other than 1.

Priority Standards

- K.NS.1 Count to at least 100 by ones and tens and count on by one from any number.

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.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.

Proficiency Scales

K.NS.1

Tiered Assessments

Performance task

Unit form A and B

Enduring Understandings

- Students develop understanding of the counting sequence
- Students develop understanding of counting to tell how many objects are in a group

Essential Questions

- ☐ How can I count to 100 by 1s and by 10s?
- ☐ What does it mean to count by 1s? by 10s?
- ☐ What do you think you will be doing in this unit?

Key Concepts

- I can count by 1s to 50.
- I can describe patterns when counting by 1s to 50.
- I can count by 1s to 100.

Related Concepts

- ☐ **N/A**

Math Terms

- ☐ count
- ☐ twenty

Academic Terms

- pattern

• I can describe patterns when counting by 1s to 100. • I can count by 10s to 100. • I can describe patterns when counting by 10s to 100. • I can count by 1s to 100, starting at any number. • I can describe how to count by 1s to 100, starting at any number. • I can count to answer "how many?" about as many as 20 things. • I can describe how to count to answer "how many?" about as many as 20 things.		• after • before • model • similar • explain • sort

<u>Mathematical Processes</u>

- *PS-1 Make sense of problems and persevere in solving them.*
- *PS-7 look for and make use of structure*
- *PS-6 Attend to precision*
- *PS-2 Reason abstractly and quantitatively*
-

<u>SEL Indicators</u>

- **Self-Awareness- Self-Efficacy**
- **Relationship Skills-Social Engagement**
- **Self-Management-**
- **Social Awareness-Appreciate Diversity**
- **Responsible Decision-Making-Ethical Responsibility**

	Digital IDOE Examples/Tasks K.NS.1 IDOE Examples/Tasks K.NS.3 IDOE Examples/Tasks K.NS.5	**Manipulatives** Ten Frames Ten Frame Ten Frame Version 2 Five Frame Base Ten Blocks Base Ten Blocks Version 2 Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Number Line Pan Balance Math Balance

Unit 13- Analyze, Compare, and Compose Shapes **April 3rd- April 18th**

<table>
<tr><td colspan="2"><u>General Description of the Unit</u>
Analyze Shapes
In this unit, students compare, contrast, and create two- and three-dimensional shapes. They distinguish objects that are two-dimensional from those that are three-dimensional. Students draw two dimensional shapes and build three dimensional shapes. They identify three-dimensional shapes among the real-world objects around them. Students discover that changing the size of orientation of a shape does not change the name of the shape. Students will begin to use more precise language to describe shapes such as vertex instead of corner.</td></tr>
<tr><td><u>Priority Standards</u>
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.</td><td><u>Supporting Standards</u>
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.3 Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.</td></tr>
<tr><td><u>Proficiency Scales</u></td><td><u>Tiered Assessments</u>

Performance task
Unit form A and B</td></tr>
<tr><td><u>Enduring Understandings</u>
Students develop understanding of using the attributes of 2-and 3-dimensional shapes to compare shapes
Students develop understanding of building and drawing shapes based on their defining attributes</td><td><u>Essential Questions</u>
☐ How can I tell how shapes are alike and different?
☐ How are squares and circles alike? How are they different?</td></tr>
</table>

● Students develop understanding of how to compose shapes to form larger shapes ● Students develop understanding of how to identify solids in their environment		☐ How are cubes and cones alike? How are they different?
Key Concepts ● I can explain how 2-dimensional shapes are alike and different. ● I can compare and contrast 2 dimensional shapes using their defining attributes. ● I can build 2-dimensional shapes. ● I can draw flat-shapes. ● I can use 2-dimensional shapes to form larger 2-dimensional shapes. ● I can explain how to use shapes to form larger shapes. ● I can explain how 3-dimensional shapes are alike and different. ● I can compare and contrast 3-dimensional shapes using their defining attributes. ● I can build 3-dimensional shapes. ● I can explain how to build solid shapes. ● I can identify 3-dimensional shapes I see in the world.	**Related Concepts** ☐ **N/A**	**Math Terms** ☐ 2-dimensional shape ☐ flat shape ☐ side ☐ vertex (corner) ☐ 3-dimensional shape ☐ apex ☐ base ☐ face ☐ solid shape ☐ build **Academic Terms** ● compare ● sort ● matches ● same ● combine ● after ● before ● stack ● place ● point
Mathematical Processes ● *PS-7 look for and make use of structure* ● *PS-6 Attend to precision* ● *PS- 3 Construct viable arguments and critique the reasoning of others*		

• *PS-4 Model with mathematics*		
SEL Indicators • **Self-Awareness- Identify Emotions, Develop Perspective** • **Relationship Skills- Teamwork, Social Engagement,** • **Self-Management-Organizational Skills** • **Social Awareness-Develop Perspective** • **Responsible Decision-Making-Analyze Situations**		
	Digital IDOE Examples/Tasks K.G.1 IDOE Examples/Tasks K.G.2 IDOE Examples/Tasks K.G.3	**Manipulatives** Ten Frames Ten Frame Ten Frame Version 2 Five Frame Base Ten Blocks Base Ten Blocks Version 2 Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Number Line Pan Balance Math Balance

Unit 14- Compare Measurable Attributes **April 19th- May 2nd**

General Description of the Unit

Identify and Describe Shapes

In this unit, students build on their earlier work sorting objects according to attributes (such as size, color, and shape) to identify, describe and compare measurable attributes of objects. Students work with measurable attributes such as length, weight, height, and capacity. They learn that when two objects have measurable attributes they can be compared.

Priority 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.

Supporting Standards

- N/A

Proficiency Scales

K.M.1

Tiered Assessments

Performance task
Unit form A and B
Summative Assessment

Enduring Understandings

- Students develop understanding of how the length, height, weight, weight, and capacity of objects can be described
- Students develop understanding of how to compare objects to see which is longer, taller, heavier, or holds more

Essential Questions

- ☐ How can I describe and compare the length, height, weight, and capacity of objects?
- ☐ How can you find out how long your pencil is?
- ☐ Are you taller than a house? How do you know?

Key Concepts

- I can describe objects using length, weight, and capacity
- I can explain different ways to describe the same object.
- I can compare two objects by length.

Related Concepts

- ☐ **N/A**

Math Terms

- ☐ capacity
- ☐ height
- ☐ length
- ☐ weight
- ☐ long (longer)
- ☐ short (shorter)

• I can describe an object as longer or shorter than another object. • I can compare two objects by height. • I can describe an object as taller or shorter than another object. • I can compare two objects by weight. • I can describe an object as heavier or lighter than another object. • I can compare two objects by capacity. • I can describe an object as holding more or holding less than another object.		☐ high (higher) ☐ tall (taller) ☐ heavy (heavier) ☐ light (lighter) ☐ weighs less ☐ weighs more ☐ empty ☐ full ☐ hold less ☐ holds more **<u>Academic Terms</u>** • detail • explain • compare • agree with • plan • because • tool • measure • understand

<u>Mathematical Processes</u>

- *PPS- 3 Construct viable arguments and critique the reasoning of others*
- *PS-4 Model with mathematics*
- *PS- 3 Construct viable arguments and critique the reasoning of others*
- *PS-6 Attend to precision*
- *PS-1 Make sense of problems and persevere in solving them*

<u>SEL Indicators</u>

- **Self-Awareness- Self-Confidence**
- **Relationship Skills-Social Engagement**

• **Self-Management-Self-Motivation** • **Social Awareness-Empathy** • **Responsible Decision-Making-Reflection**		
	Digital IDOE Examples/TasksK.M.1	**Manipulatives** Ten Frames Ten Frame Ten Frame Version 2 Five Frame Base Ten Blocks Base Ten Blocks Version 2 Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Number Line Pan Balance Math Balance

Unit 15- Patterns **May 3rd - May 9th**

<table>
<tr><td colspan="3"><u>General Description of the Unit</u>
Shapes and Patterns
Students will compare shapes to understand patterns.</td></tr>
<tr><td colspan="2"><u>Priority Standards</u>
● K.CA.5 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.</td><td><u>Supporting Standards</u>
● 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.3 Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.</td></tr>
<tr><td colspan="2"><u>Proficiency Scales</u></td><td><u>Tiered Assessments</u>

<u>N/A</u></td></tr>
<tr><td colspan="2"><u>Enduring Understandings</u>
● The exercises increase in complexity throughout the lesson. However, individual student thinking may vary during extended processing</td><td><u>Essential Questions</u>
☐ How can you show a different pattern?
☐ How do you find a pattern when you look at objects?
☐ How is this pattern different from what we have learned before?
☐ How can you show your pattern a third way?What other object can you use to show this pattern?</td></tr>
<tr><td><u>Key Concepts</u>
● I can compare shapes.
● I can compare shapes to understand patterns.</td><td><u>Related Concepts</u>
☐ N/A</td><td><u>Math Terms</u>
☐ circle
☐ hexagon
☐ rectangle</td></tr>
</table>

• I can identify and duplicate size patterns. • I can explain how to identify and duplicate size patterns. • I can identify , extend, and create patterns using objects. • I can explain how to identify, extend, and create patterns using objects. • I can identify simple number patterns. • I can explain how to identify simple number patterns.		☐ square ☐ triangle ☐ size ☐ shape ☐ number ☐ pattern

Mathematical Processes

- *PS-2 Reason abstractly and quantitatively*
- *PS- 3 Construct viable arguments and critique the reasoning of others*
- *PS-4 Model with mathematics*
- *PS-7 look for and make use of structure*
- *PS-8 Look for and express regularity in repeated reasoning*

	Digital	**Manipulatives**
	IDOE Examples/Tasks K.CA.5 IDOE Examples/Tasks K.G.2 IDOE Examples/Tasks K.G.3	Ten Frames Ten Frame Ten Frame Version 2 Five Frame Base Ten Blocks Base Ten Blocks Version 2 Interactive 100s Chart Two Color Counters Bear Counters

		Unifix Cubes Marble Jar Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Number Line Pan Balance Math Balance

Unit 16- Time and Temperatur**e May 10th-May 19th**

General Description of the Unit Students will identify and discriminate between morning, afternoon, and evening. Students will tell time using analog clocks. Students will understand the concept of time for a day, week, or month using a calendar. Students will name and sequence the days of the week. Students will read and use a calendar. Students will sequence days of the week to explain today, tomorrow, and yesterday. Students will make direct comparisons of temperature of objects, and recognize which is warmer and cooler.	
Priority Standards • 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.	**Supporting Standards** ☐ N/A
Proficiency Scales **K.M.2**	**Tiered Assessments** **N/A**

Enduring Understandings ● The exercises increase in complexity throughout the lesson. However, individual student thinking may vary during extended processing	**Essential Questions** ☐ When is it helpful to know the times of day? ☐ Which numbers are used on a clock? ☐ What do we use clocks for? ☐ What are the days of the week? ☐ In what month were you born? What day of the week? ☐ How many days are in the month?

Key Concepts	**Related Concepts**	**Math Terms**
● I can identify and discriminate between morning, afternoon, and evening. ● I can explain how to discriminate between morning, afternoon, and evening. ● I can tell time using analog clocks. ● I can explain how to tell time using analog clocks. ● I can understand the concepts of time for a day, week, or month using a calendar. ● I can explain the concept of time for a day, week, or month using a calendar. ● I can name and sequence the days of the week.	☐ **N/A**	☐ morning ☐ afternoon ☐ evening ☐ week ☐ year ☐ month ☐ warmer ☐ cooler

• I can explain how to sequence the days of the week. • I can read and use a calendar. • I can explain how to read and use a calendar. • I can sequence days of the week to explain today, tomorrow, and yesterday. • I can explain how to sequence days of the week to explain today, tomorrow, and yesterday. • I can compare temperatures of objects.		

Mathematical Processes

- *PS-2 Reason abstractly and quantitatively*
- *PS-4 Model with mathematics*
- *PS-5 Use appropriate tools strategically*
- *PS-8 Look for patterns*

	Digital	**Manipulatives**
	IDOE Examples/Tasks K.M.2	Ten Frames Ten Frame Ten Frame Version 2 Five Frame Base Ten Blocks Base Ten Blocks Version 2 Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar

		Interactive 100s Chart Two Color Counters Bear Counters Unifix Cubes Marble Jar Number Line Pan Balance Math Balance