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| **Prerequisites** | **Trimester Two Standards** **Grade: Kindergarten** | **Looking Ahead**  |
| Count up to 21.(Trimester One) | Counting and Cardinality 1: Count to 100 by ones and tens. * I can count to 51 by ones.
* I can count to 100 by tens.
 | Count up to 100.(Trimester 3) |
| Counting and Cardinality 2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).* I can count by 1’s from any given number.
 | Continue with this skill in Trimester 3 with higher numbers (up to 101). |
| Write up to 10.Represent up to 5.(Trimester One) | Counting and Cardinality 3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).* I can write numbers to up to 20.
* I can represent a number with objects up to 10.
 | Represent up to 20. (Trimester 3)  |
| Name a quantity of a set up to 12.(Trimester One) | Counting and Cardinality 4a: Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. * I can count giving each object one number name up to 21.
 | Name a quantity of a set up to 32.(Trimester 3) |
| Counting and Cardinality 4b: Understand the relationship between numbers and quantities; connect counting to cardinality. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. * I can name the quantity of a set up to 21.
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| Count a set up to 12.(Trimester One) | Counting and Cardinality 4c: Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger. * I can count a set up to 21.
 | Count a set up to 32.(Trimester 3) |
| Count a set up to 12.Make a set up to 12. (Trimester One) | Counting and Cardinality 5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. * I can count a set up to 21.
* I can make a set when given a particular number up to 21 objects.
 | Count a set up to 32.Make a set up to 32. (Trimester 3) |
| Compare two sets up to 10 objects. (Trimester One) | Counting and Cardinality 6: 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. * I can compare two sets up to 21 objects.
 | Compare two sets up to 32 objects. (Trimester 3) |
|  | Counting and Cardinality 7: Compare two numbers between 1 and 10 presented as written numerals. * I can compare two numbers between 1 and 5.
 | Compare two numbers between 1 and 10. (Trimester 3) |
| Combines and separates up to five objects and describes the parts. (Preschool) | Operations and Algebraic Thinking 1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions or equations. * I can represent addition story problems within 5.
* I can represent subtraction story problems within 5.
 | Addition and subtraction story problems within 10. (Trimester 3) |

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| **Prerequisites** | **Trimester Two Standards (Continued)** **Grade: Kindergarten** | **Looking Ahead**  |
| Combines and separates up to five objects and describes the parts. (Preschool) | Operations and Algebraic Thinking 2: Solve addition and subtraction word problems, and add and subtract within10, e.g., by using objects or drawings to represent the problem. * I can solve an addition story problem within 5.
* I can solve a subtraction story problem within 5.

**\* OA.1 and OA.2 are merged together on the district unit assessment.** | Addition and subtraction story problems within 10. (Trimester 3) |
| Operations and Algebraic Thinking 3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2+3 and 5 = 4 +1). * I can decompose numbers 1 - 5 into pairs.
* I can record how to decompose a number.
 | Decompose numbers between 1 and 10.(Trimester 3) |
| Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume. Uses multiples of the same unit to measure. Knows the purpose of standard measuring tools.(Preschool) | Measurement and Data 1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. * I can describe attributes (length and weight) of an object.
 | Express length of an object in whole units.(Grade 1) |
| Measurement and Data 2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.** I can compare two objects.
* I can describe the difference between two objects.
 | Order three objects by length.(Grade 1) |
| Measurement and Data 3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. * I can classify objects.
* I can count the number objects in a category.
* I can sort the categories by the quantity of each category.
 | Organize, represent, and interpret data with up to three categories.(Grade 1) |
| Uses and responds appropriately to positional words indicating location, direction, and distance. (Trimester 1) | Geometry 1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*. * I can describe the location of an object (ex. above, below, beside, in front of, behind and next to).

**\*This concept is not formally assessed on the district benchmarks, but should be taught in daily routines.**  | Continue as part of daily language and routines. |
| Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume. (Preschool) | Geometry 2: Correctly name shapes regardless of their orientations or overall size. * I can name 2D shapes.
 | I can name and build 3D shapes. (Trimester 3) |
| Geometry 5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. * I can build a shape.
* I can draw shapes.
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| **Standard** | **Learner Objectives** |
| Counting and Cardinality 1:Count to 100 by ones and tens.  | * I can count to 21 by ones.
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| **What does this standard mean the students will know and be able to do?** |
| The emphasis of this standard is on the counting sequence. When counting by ones, students need to understand that the next number in the sequence is one more. When counting by tens, the next number in the sequence is ―ten more‖ (or one more group of ten). Students are to rote count (verbal saying of numbers in sequence) by starting at one and count to 100. (They are only expected to master counting on the decade (0, 10, 20, 30, 40 …). This objective does not require recognition of numerals. It is focused on the rote number sequence. Instruction on the counting sequence should be scaffolded (e.g. 1-10, then 1-20, etc.) Counting should be reinforced throughout the day, not in isolation. (Meaningful Counting)Examples:* Count the number of chairs of the students who are absent
* Count the number of stairs, shoes, etc.
* Counting groups of ten such as ―fingers in the classroom‖ (ten fingers per student).
* Count the number of students in a group.
* Count the number of specific object they have in their desk (e.g. crayons)

When counting orally, students should recognize the patterns that exist from 1 to 100. They should also recognize the patterns that exist when counting by 10s. Have students verbalize the patterns they see.**Accurate in counting depends on three things**:1. Knowing the patterns in the number-word list so that a correct number-word list can be said.2. Correctly assigning one number word to one object (one-to one-correspondence)3. Keeping track of which objects have already been counted so that they are not counted more than once.Keeping tract—differentiating counted from uncounted entities—is more easily done by moving objects into a counted set. Doing so is not possible with things that cannot be moved, such as pictures in a book. Strategies for keeping track of messy, large sets continue to develop for many years. Regularity and rhythm are important aspects of counting. Activities that increase these aspects can be helpful to children making lots of correspondence errors. |

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| **Supplemental Lessons Counting and Cardinality 1** |
| Teachers will use Investigations materials to teach CC.1. If more practice is needed teams of teachers may find or create more experiences with this concept. |

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| **Emphasized Standards for Mathematical Practice** |
| [6. Attend to precision](http://elementarymath.dmschools.org/6-attend-to-precision3.html) | [7. Look for and make use of structure.](http://elementarymath.dmschools.org/7-look-for-and-make-use-of-structure4.html) | [8. Look for and express regularity in repeated reasoning.](http://elementarymath.dmschools.org/8-look-for-and-express-regularity-in-repeated-reasoning2.html)  |

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| **Standard** | **Learner Objectives** |
| Counting and Cardinality 2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1)  | * I can count by 1’s from any given number.
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| **What does this standard mean the students will know and be able to do?** |
| The emphasis of this standard is on the counting sequence to 100. **CC.2** includes numbers 0-100. This asks for students to begin rote counting forward counting in a sequence from a number other than one.. (e.g. Given the number 4, the student would count, ―4, 5, 6 . . . .‖) This objective does not require recognition of numerals. It is focused on the rote number sequence. Games that require students to add on to a previous count to reach a goal number encourage developing this concept. Frequent and brief opportunities utilizing counting on and counting back are recommended. **These concepts emerge over time and cannot be forced**.**Common Misconceptions**:Counting on or counting from a given number conflicts with the learned strategy of counting from the beginning. In order to be successful in counting on, students must understand **cardinality** (*the number* *that ends the counting sequence represents how many objects are in the collection*). Students often merge or separate two groups of objects and then re-count from the beginning to determine the final number of objects represented. For these students, counting is still a rote skill or the benefits of counting on have not been realized. Games that require students to add on to a previous count to reach a goal number encourage developing this concept. Frequent and brief opportunities utilizing counting on and counting back are recommended. These concepts emerge over time and cannot be forced. |

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| **Supplemental Resources for Counting and Cardinality 2** |
| Teachers will use Investigations materials to teach CC.2. If more practice is needed teams of teachers may find or create more experiences with this concept. | [Dot Card Resource](http://www.edplus.canterbury.ac.nz/literacy_numeracy/maths/numdocuments/dot_card_and_ten_frame_package2005.pdf) |

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| **Emphasized Standards for Mathematical Practice** |
| [6. Attend to precision](http://elementarymath.dmschools.org/6-attend-to-precision3.html) | [7. Look for and make use of structure.](http://elementarymath.dmschools.org/7-look-for-and-make-use-of-structure4.html) | [8. Look for and express regularity in repeated reasoning.](http://elementarymath.dmschools.org/8-look-for-and-express-regularity-in-repeated-reasoning2.html) |

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| **Standard** | **Learner Objectives** |
| Counting and Cardinality 3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).  | * I can write numbers up to 10.
* I can represent a number with objects up to 5.
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| **What does this standard mean the students will know and be able to do?** |
| This standardasks for students to represent a set of objects with a written numeral. The number of objects being recorded should not be greater than 20. Students can record the quantity of a set by selecting a number card/tile (numeral recognition) or writing the numeral. Students can also create a set of objects based on the numeral presented. Students should be given multiple opportunities to count objects and recognize that a number represents a specific quantity. Once this is established, students begin to read and write numerals (numerals are the symbols for the quantities). The emphasis should first be on quantity and then connecting quantities to the written symbols.**A sample unit sequence might include:**1. Counting up to 20 objects in many settings and situations over several weeks.2. Beginning to recognize, identify, and read the written numerals, and match the numerals to given sets of objects.3. Writing the numerals to represent counted objects.Since the teen numbers are not written as they are said, teaching the teen numbers as one group of ten and extra ones is foundational to understanding both the concept and the symbol that represents each teen number. For example, when focusing on the number ”14” students should count out fourteen objects using one-to-one correspondence and then use those objects to make one group of ten and four extra ones. Students should connect the representation to the symbol “14”.**Common Misconceptions:**K.CC.3 addresses the writing of numbers and using the written numerals (0-20) to describe the amount of a set of objects. Due to varied development of fine motor and visual development, a reversal of numerals is anticipated for a majority of the students. While reversals should be pointed out to students, the emphasis is on the use of numerals to represent quantities rather than the correct handwriting formation of the actual numeral itself. Some students might not see zero as a number. Ask students to write 0 and say *zero* to represent the number of items left when all items have been taken away. Avoid using the word *none* to represent this situation. |

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| **Supplemental Lessons for Counting and Cardinality 3** |
| Teachers will use Investigations materials to teach CC.3. If more practice is needed teams of teachers may find or create more experiences with this concept.  |

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| **Emphasized Standards for Mathematical Practice** |
| [2. Reason abstractly and quantitatively](http://elementarymath.dmschools.org/2-reason-abstractly-and-quantitatively5.html) | [6. Attend to precision](http://elementarymath.dmschools.org/6-attend-to-precision3.html) | [7. Look for and make use of structure.](http://elementarymath.dmschools.org/7-look-for-and-make-use-of-structure4.html) | [8. Look for and express regularity in repeated reasoning.](http://elementarymath.dmschools.org/8-look-for-and-express-regularity-in-repeated-reasoning2.html) |

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| **Standard** | **Learner Objectives** |
| Counting and Cardinality 4: Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.  | * I can count giving each object one number name up to 12.
* I can name the quantity of a set up to 12.
* I can count a set by counting on up to 12.
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| **What does this standard mean the students will know and be able to do?** |
| This standardasks students to count a set of objects and see sets and numerals in relationship to one another, rather than as isolated numbers or sets. These connections are higher-level skills that require students to analyze, to reason about, and to explain relationships between numbers and sets of objects. This standard should first be addressed using numbers 1-5 with teachers building to the numbers 1-10 later in the year. **The expectation is that students are comfortable with these skills with the numbers 1-10 by the end of Kindergarten.** |
| **4a** | **4b** | **4c** |
| This part of the standard reflects the ideas that students implement correct counting procedures by pointing to one object at a time (one-to-one correspondence) using one counting word for each object (one-to-one, touching/synchrony), while keeping track of objects that have and have not been counted.. This is the foundation of counting. | 4b calls for students to answer the question ―How many are there?‖ by counting objects in a set and understanding that the last number stated when counting a set (…8, 9, **10**) represents the total amount of objects: ―There are **10** bears in this pile.‖ (*cardinality*). It also requires students to understand that the same set counted three different times will end up being the same amount each time. The idea is to develop a purpose for counting as keeping track of objects is developed. Therefore, a student who moves each object as it is counted recognizes that there is a need to keep track in order to figure out the amount of objects present. Conservation of number, (regardless of the arrangement of objects, the quantity remains the same), conservation of number is a developmental milestone which some Kindergarten children will not have mastered. The goal of this objective is for students to be able to count a set of objects; regardless of the formation those objects are placed. | 4c represents the concept of ―one more‖ while counting a set of objects. Students are to make the connection that if a set of objects was increased by one more object then the number name for that set is to be increased by one as well. Students are asked to understand this concept with and without objects. For example, after counting a set of 8 objects, students should be able to answer the question, ―How many would there be if we added one more object?‖; and answer a similar question when not using objects, by asking hypothetically, ―What if we have 5 cubes and added one more. How many cubes would there be then?‖ This concept should be first taught with numbers 1-5 before building to numbers 1-10. Students should be expected to be comfortable with this skill with numbers to 10 by the end of Kindergarten. |

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| **Supplemental Lessons Counting and Cardinality 4** |
| [Count and Dump](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/Kindergarten/Count%20and%20Dump.pdf) | [Grab Bag](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/Kindergarten/Grab%20Bag.pdf) | [Creations](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/Kindergarten/Creations.pdf) |
| [Hide It](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/Kindergarten/Hide%20It.pdf) | [Counting Stories](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/Kindergarten/Counting%20Stories.pdf) | [Grow and Shrink](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/Kindergarten/Grow%20and%20Shrink.pdf) |

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| **Emphasized Standards for Mathematical Practice** |
| [2. Reason abstractly and quantitatively](http://elementarymath.dmschools.org/2-reason-abstractly-and-quantitatively5.html) | [6. Attend to precision](http://elementarymath.dmschools.org/6-attend-to-precision3.html) | [7. Look for and make use of structure.](http://elementarymath.dmschools.org/7-look-for-and-make-use-of-structure4.html) | [8. Look for and express regularity in repeated reasoning.](http://elementarymath.dmschools.org/8-look-for-and-express-regularity-in-repeated-reasoning2.html) |

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| **Standard** | **Learner Objectives** |
| Counting and Cardinality 5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  | * I can answer “how many” by counting a set up to 12.
* I can make a set when given a particular number up to 12.
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| **What does this standard mean the students will know and be able to do?** |
| This standard addresses various counting strategies. From the research in early childhood mathematics, (Kathy Richardson), students go through a progression of four general ways to count. These counting strategies progress from least difficult to most difficult: 1. Students move objects and count them as they move them2. Students line up the objects and count them3. Students have a scattered arrangement and they touch each object as they count and 4. Students have a scattered arrangement and count them by visually scanning without touching them. Since the scattered arrangements are the most challenging for students, K.CC.5 calls for students to only count 10 objects in a scattered arrangement, and count up to 20 objects in a line, rectangular array, or circle. Out of these 3 representations, a line is the easiest type of arrangement to count. Students should develop counting strategies to help them organize the counting process to avoid re-counting or skipping objects.**Examples**:* If items are placed in a circle; the student may mark or identify the starting object.
* If items are in a scattered configuration, the student may move the objects into an organized pattern.
* Some students may choose to use grouping strategies such as placing objects in twos, fives, or tens (note: this is not a kindergarten expectation).
* Counting up to 20 objects should be reinforced when collecting data to create charts and graphs.

**Misconceptions**Some students might think that the count word used to tag an item is permanently connected to that item. So when the item is used again for counting and should be tagged with a different count word, the student uses the original count word. For example, a student counts four geometric figures: triangle, square, circle and rectangle with the count words: one, two, three, four. If these items are rearranged as rectangle, triangle, circle and square and counted, the student says these count words: four, one, three, two. |

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| **Supplemental Lessons for Counting and Cardinality 5** |
| Teachers will use Investigations materials to teach CC.5. If more practice is needed teams of teachers may find or create more experiences with this concept. |

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| **Emphasized Standards for Mathematical Practice** |
| [2. Reason abstractly and quantitatively](http://elementarymath.dmschools.org/2-reason-abstractly-and-quantitatively5.html) | [7. Look for and make use of structure.](http://elementarymath.dmschools.org/7-look-for-and-make-use-of-structure4.html) | [8. Look for and express regularity in repeated reasoning.](http://elementarymath.dmschools.org/8-look-for-and-express-regularity-in-repeated-reasoning2.html) |

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| **Standard** | **Learner Objectives** |
| Counting and Cardinality 6Identify 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.  | * I can compare two sets with up to 10 objects.
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| **What does this standard mean the students will know and be able to do?** |
| This standard expects mastery of up to ten objects. Students can use matching strategies (Student 1), counting strategies or equal shares (Student 3) to determine whether one group is greater than, less than, or equal to the number of objects in another group (Student 2). |
| **Student 1**I lined up one square and one triangle. Since there is one extra triangle, there are more triangles than squares. | **Student 2**I counted the squares and I got 8. Then, I counted the triangles and got 9. Since 9 is greater than 8, there are more triangles than squares. | **Student 3**I put them in a pile. I then took away objects. Every time I took a square, I also took a triangle. When I had taken almost all of the shapes away, there was still a triangle left. That means that there are more triangles than squares. |
| As children develop meaning for numerals, they also compare these numerals to the quantities represented and their number words. Modeling numbers with manipulatives such as dot cards and five- and ten-frames are tools for such comparisons. Children can look for similarities and differences in these different representations of numbers. They begin to ―see‖ the relationship of one more, one less, two more and two less, leading to the concept that successive numbers name quantities where one is lager. In order to encourage this idea, children need discussion and reflection of pairs of numbers from 1 to 10.  |

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| **Supplemental Lessons for Counting and Cardinality 6** |
| Teachers will use Investigations materials to teach CC.6. If more practice is needed teams of teachers may find or create more experiences with this concept.  |

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| **Emphasized Standards for Mathematical Practice** |
| [2. Reason abstractly and quantitatively](http://elementarymath.dmschools.org/2-reason-abstractly-and-quantitatively5.html) | [6. Attend to precision](http://elementarymath.dmschools.org/6-attend-to-precision3.html) | [7. Look for and make use of structure.](http://elementarymath.dmschools.org/7-look-for-and-make-use-of-structure4.html) | [8. Look for and express regularity in repeated reasoning.](http://elementarymath.dmschools.org/8-look-for-and-express-regularity-in-repeated-reasoning2.html) |

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| **Standard** | **Learner Objectives** |
| Counting and Cardinality 7:Compare two numbers between 1 and 10 presented as written numerals.  | * I can compare two numbers between 1 and 5.
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| **What does this standard mean the students will know and be able to do?** |
| This standardcalls for students to apply their understanding of numerals 1-10 to compare one from another. Thus, looking at the numerals 8 and 10, a student must be able to recognize that the numeral 10 represents a larger quantity than the numeral 8. Students should begin this standard by having ample experiences with sets of objects (K.CC.3 and K.CC.6) before completing this standard with just numerals. Based on early childhood research, students should not be expected to be comfortable with this skill until the end of Kindergarten.**Strategies**: As children develop meaning for numerals, they also compare these numerals to the quantities represented and their number words. Modeling numbers with manipulatives such as dot cards and five- and ten-frames are tools for such comparisons. Children can look for similarities and differences in these different representations of numbers. They begin to ―see‖ the relationship of one more, one less, two more and two less, thus landing on the concept that successive numbers name quantities where one is larger. In order to encourage this idea, children need discussion and reflection of pairs of numbers from 1 to 10. **Activities that utilize anchors of 5** **and 10 are helpful in securing understanding of the relationships between numbers. This** **flexibility with numbers will impact children’s ability to break numbers into parts.** Children demonstrate their understanding of the meaning of numbers when they can justify why their answer represents a quantity just counted. This justification could merely be the expression that the number said is the total because it was just counted, or a ―proof‖ by demonstrating a one to-one match, by counting again or other similar means (concretely or pictorially) that makes sense. An ultimate level of understanding is reached when children can compare two numbers from 1 to10 represented as writtn numerals without counting. |

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| **Supplemental Resources for Counting and Cardinality 7** |
| Teachers will use Investigations materials to teach CC.7. If more practice is needed teams of teachers may find or create more experiences with this concept. |

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| **Emphasized Standards for Mathematical Practice** |
| [2. Reason abstractly and quantitatively](http://elementarymath.dmschools.org/2-reason-abstractly-and-quantitatively5.html) | [6. Attend to precision](http://elementarymath.dmschools.org/6-attend-to-precision3.html) | [7. Look for and make use of structure.](http://elementarymath.dmschools.org/7-look-for-and-make-use-of-structure4.html) | [8. Look for and express regularity in repeated reasoning.](http://elementarymath.dmschools.org/8-look-for-and-express-regularity-in-repeated-reasoning2.html) |

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| **Standard** | **Learner Objectives** |
| Operations and Algebraic Thinking 1:Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions or equations.  | * I can represent addition story problems within 5.
* I can represent subtraction story problems within 5.
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| **What does this standard mean the students will know and be able to do?** |
| This standardasks students to demonstrate the understanding of how objects can be joined (addition) and separated (subtraction) by representing addition and subtraction situations in various ways. This objective is primarily focused on understanding the concept of addition and subtraction, rather than merely reading and solving addition and subtraction number sentences (equations).**Instructional Strategies**: Using addition and subtraction in a word problem context allows students to develop their understanding of what it means to add and subtract. Students should use objects, fingers, mental images, drawing, sounds, acting out situations and verbal explanations in order to develop the concepts of addition and subtraction. Then, they should introduced to writing expressions and equations using appropriate terminology and symbols which include **+**, **–**, and **=.** |

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| **Supplemental Resources for Operations and Algebraic Thinking 1** |
| Teachers will use Investigations materials to teach OA.1. If more practice is needed teams of teachers may find or create more experiences with this concept. |

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| **Emphasized Standards for Mathematical Practice** |
| [1. Make sense of problems and persevere in solving them.](http://elementarymath.dmschools.org/1-make-sense-of-problems-and-persevere-in-solving-them2.html)  | [2. Reason abstractly and quantitatively](http://elementarymath.dmschools.org/2-reason-abstractly-and-quantitatively5.html) | [4. Model with mathematics.](http://elementarymath.dmschools.org/4-model-with-mathematics5.html) | [5. Use appropriate tools strategically.](http://elementarymath.dmschools.org/5-use-appropriate-tools-strategically.html)  |

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| **Standard** | **Learner Objectives** |
| Operations and Algebraic Thinking 2:Solve addition and subtraction word problems, and add and subtract within10, e.g., by using objects or drawings to represent the problem.  | * I can solve an addition story problem within 5.
* I can solve a subtraction story problem within 5.
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| **What does this standard mean the students will know and be able to do?** |
| This standardasks students to solve problems presented in a story format (context) with a specific emphasis on using objects or drawings to determine the solution. This builds upon the students understanding of addition and subtraction from K.OA.1, to solve problems. Once again, numbers should not exceed 10. Teachers should focus on three types of problems during instruction. There are three types of addition and subtraction problems are: **Result Unknown, Change Unknown, and Start Unknown**. These types of problems become increasingly difficult for students. Research has found that Result Unknown problems are easier than Change and Start Unknown problems. Kindergarten students should have experiences with all three types of problems. The level of difficulty can be decreased by using smaller numbers (up to 5) or increased by using larger numbers (up to 10). (See Table 1 page 40) Using a word problem context allows students to develop their understanding about what it means to add and subtract. (*Addition is putting together and adding to. Subtraction is taking apart and taking from)*. Kindergarteners develop the concept of addition/subtraction by modeling the actions in word problem using objects, fingers, mental images, drawings, sounds, acting out situations, and/or verbal explanations. Students may use different representations based on their experiences, preferences, etc. They may connect their conceptual representations of the situation using symbols, expressions, and/or equations. Students should experience the following addition and subtraction problem types.**Add To word problems, such as, ―Mia had 3 apples. Her friend gave her 2 more. How many does she have now?**A student’s ―think aloud of this problem might be, ―I know that Mia has some apples and she’s getting some more. So she’s going to end up with more apples than she started with.‖**Take From problems such as: José had 8 markers and he gave 2 away. How many does he have now?** When modeled, a student would begin with 8 objects and remove two to get the result.**Put Together/Take Apart problems with Total Unknown gives students opportunities to work with addition in another context such as: There are 2 red apples on the counter and 3 green apples on the counter. How many apples are on the counter?****Solving Put Together/Take Apart problems with Both Addends Unknown provides students with experiences with finding all the decompositions of a number and investigating the patterns involved. There are 10 apples on the counter. Some are red and some are green. How many apples could be green? How many apples could be red?** |

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| **Supplemental Resources for Operations in Algebraic Thinking 2** |
| Teachers will use Investigations materials to teach OA.2. If more practice is needed teams of teachers may find or create more experiences with this concept. |

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| **Emphasized Standards for Mathematical Practice** |
| [1. Make sense of problems and persevere in solving them.](http://elementarymath.dmschools.org/1-make-sense-of-problems-and-persevere-in-solving-them2.html)  | [2. Reason abstractly and quantitatively](http://elementarymath.dmschools.org/2-reason-abstractly-and-quantitatively5.html) | [3. Construct viable arguments and critique the reasoning of others.](http://elementarymath.dmschools.org/3-construct-viable-arguments-and-critique-the-reasoning-of-others2.html)  | [4. Model with mathematics.](http://elementarymath.dmschools.org/4-model-with-mathematics5.html) | [5. Use appropriate tools strategically.](http://elementarymath.dmschools.org/5-use-appropriate-tools-strategically.html) | [6. Attend to precision](http://elementarymath.dmschools.org/6-attend-to-precision3.html) |

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| **Standard** | **Learner Objectives** |
| Operations and Algebraic Thinking 3:Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2+3 and 5 = 4 +1).  | * I can decompose numbers between 1 and 5 into pairs.
* I can record how I decomposed a number.
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| **What does this standard mean the students will know and be able to do?** |
| This standardasks students to understand that a set of (5) object can be broken into two sets (3 and 2) and still be the same total amount (5). The focus is on number pairs which add to a specified total, 1-10. In addition, this standard asks students to understand that a set of objects (5) can be broken in multiple ways (3 and 2; 4 and 1). Thus, when breaking apart a set (decomposing), students develop the understanding that a smaller set of objects exists within that larger set (inclusion). This should be developed in context before moving into how to represent decomposition with symbols (+, -, =). |

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| **Supplemental Resources for Operations and Algebraic Thinking 3** |
| Teachers will use Investigations materials to teach OA.3. If more practice is needed teams of teachers may find or create more experiences with this concept. |

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| **Emphasized Standards for Mathematical Practice** |
| [1. Make sense of problems and persevere in solving them.](http://elementarymath.dmschools.org/1-make-sense-of-problems-and-persevere-in-solving-them2.html)  | [2. Reason abstractly and quantitatively](http://elementarymath.dmschools.org/2-reason-abstractly-and-quantitatively5.html) | [4. Model with mathematics.](http://elementarymath.dmschools.org/4-model-with-mathematics5.html) | [6. Attend to precision](http://elementarymath.dmschools.org/6-attend-to-precision3.html) | [7. Look for and make use of structure.](http://elementarymath.dmschools.org/7-look-for-and-make-use-of-structure4.html) | [8. Look for and express regularity in repeated reasoning.](http://elementarymath.dmschools.org/8-look-for-and-express-regularity-in-repeated-reasoning2.html) |

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| **Standard** | **Learner Objectives** |
| Measurement and Data 1:Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | * I can describe attributes (length and weight) of an object.
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| **What does this standard mean the students will know and be able to do?** |
| This standardcalls for students to describe measurable attributes of objects, such as **length** and **weight**, In order to describe attributes such as length and weight, students must have many opportunities to informally explore these attributes.Students should state comparisons of objects verbally and then focus on specific attributes when making verbal comparisons for K.MD.2. They may identify measurable attributes such as length, width, height, and weight. For example, when describing a soda can, a student may talk about how tall, how wide, how heavy, or how much liquid can fit inside. These are all measurable attributes. Non-measurable attributes include: words on the object, colors, pictures, etc. |

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| **Supplemental Resources for Measurement and Data 1** |
| Teachers will use Investigations materials to teach MD.1. If more practice is needed teams of teachers may find or create more experiences with this concept. |

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| **Emphasized Standards for Mathematical Practice** |
| [4. Model with mathematics.](http://elementarymath.dmschools.org/4-model-with-mathematics5.html) | [5. Use appropriate tools strategically.](http://elementarymath.dmschools.org/5-use-appropriate-tools-strategically.html) | [6. Attend to precision](http://elementarymath.dmschools.org/6-attend-to-precision3.html) | [7. Look for and make use of structure.](http://elementarymath.dmschools.org/7-look-for-and-make-use-of-structure4.html) |

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| **Standard** | **Learner Objectives** |
| Measurement and Data 2:Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*  | * I can compare two objects.
* I can describe the difference between two objects.
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| **What does this standard mean the students will know and be able to do?** |
| This standardasks for direct comparisons of objects. Direct comparisons are made when objects are put next to each other, such as two children, two books, two pencils. For example, a student may line up two blocks and say, ―This block is a lot longer than this one. Students are not comparing objects that cannot be moved and lined up next to each other. When making direct comparisons for length, students must attend to the ―starting point‖ of each object and recognize that objects should be matched up at the end of objects to get accurate measurements. For example, the ends need to be lined up at the same point, or students need to compensate when the starting points are not lined up (conservation of length includes understanding that if an object is moved, its length does not change; an important concept when comparing the lengths of two objects). Since this understanding requires conservation of length, a developmental milestone for young children, children need multiple experiences to move beyond the idea that …. *“Sometimes this block is* ***longer than*** *this one and sometimes it’s* ***shorter*** *(depending on how I lay them side by side) and that’s okay.” “This block is always longer than this* *block (with each end lined up appropriately).”***Before conservation of length*:*** *The blue block is longer than the plain block when they are lined up like this. But when I move the blocks around, sometimes the plain block is longer than the blue block.***After conservation of length*:*** *I have to line up the blocks to measure them.*Language plays an important role in this standard as students describe the similarities and differences of measurable attributes of objects (e.g., shorter than, taller than, lighter than, the same as, etc.). Students should have many opportunities to compare the lengths of two objects both directly (by comparing them with each other) and indirectly (by comparing both with a third objects. |

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| **Supplemental Resources for CC.1** |
| Teachers will use Investigations materials to teach MD.2. If more practice is needed teams of teachers may find or create more experiences with this concept. |

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| **Emphasized Standards for Mathematical Practice** |
| [2. Reason abstractly and quantitatively](http://elementarymath.dmschools.org/2-reason-abstractly-and-quantitatively5.html) | [4. Model with mathematics.](http://elementarymath.dmschools.org/4-model-with-mathematics5.html) | [6. Attend to precision](http://elementarymath.dmschools.org/6-attend-to-precision3.html) | [7. Look for and make use of structure.](http://elementarymath.dmschools.org/7-look-for-and-make-use-of-structure4.html) |

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| **Standard** | **Learner Objectives** |
| Measurement and Data 3:Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.  | * I can classify objects.
* I can count the number objects in a category.
* I can sort the categories by the quantity of each category.
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| **What does this standard mean the students will know and be able to do?** |
| This standardasks students to identify similarities and differences between objects (e.g., size, color,shape) and use the identified attributes to **sort** a collection of objects. Once the objects are sorted, the student counts the amount in each set. Once each set is counted, then the student is asked to sort (or group) each of the sets by the amount in each set.For example, when given a collection of buttons, the student separates the buttons into different piles based on color (all the blue buttons are in one pile, all the orange buttons are in a different pile, etc.). Then the student counts the number of buttons in each pile: blue (5), green (4), orange (3), purple (4). Finally, the student organizes the groups by the quantity in each group (Orange buttons (3), Green buttons (4), Purple buttons with the green buttons because purple also had (4), Blue buttons last (5).**Instructional Strategies**:Provide categories for students to use to sort a collection of objects. Each category can relate to only one attribute, like *Red* and *Not Red* or *Hexagon* and *Not Hexagon,* and contain up to 10 objects. Students count how many objects are in each category and then order the categories by the number of objects they contain. Ask questions to initiate discussion about the attributes of shapes. Then have students sort a collection of two-dimensional and three-dimensional shapes by their attributes. Provide categories like *Circles* and *Not Circles* or *Flat* and *Not Flat*. Have students count the objects in each category and order the categories by the number of objects they contain. Have students infer the classification of objects by guessing the rule for a sort. First, the teacher uses one attribute to sort objects into two loops or regions without labels. Then the students determine how the objects were sorted, suggest labels for the two categories and explain their reasoning. |

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| **Supplemental Resources for Measurement and Data 3:** |
| Teachers will use Investigations materials to teach MD.3. If more practice is needed teams of teachers may find or create more experiences with this concept. |

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| **Emphasized Standards for Mathematical Practice** |
| [2. Reason abstractly and quantitatively](http://elementarymath.dmschools.org/2-reason-abstractly-and-quantitatively5.html) | [6. Attend to precision](http://elementarymath.dmschools.org/6-attend-to-precision3.html) | [7. Look for and make use of structure.](http://elementarymath.dmschools.org/7-look-for-and-make-use-of-structure4.html) |

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| **Standard** | **Learner Objectives** |
| Geometry 1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*.  | * I can describe the location of an object (ex. above, below, in front of, behind and next to).
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| **What does this standard mean the students will know and be able to do?** |
| This standard expects students to use positional words (*above, below, beside, in front of, behind,* and *next to*) to describe objects in the environment. Kindergarten students need to focus first on location and position of two-and three- dimensional objects in their classroom prior to describing location and position of two-and three- dimension representations on paper. Examples of environments in which students would be encouraged to identify shapes would include nature, buildings, and the classroom using positional words in their descriptions. Teachers should work with children and pose four mathematical questions: Which way? How far?Where? And what objects? To answer these questions, children develop a variety of important skills contributing to their spatial thinking.**Examples**:* Teacher holds up an object such as an ice cream cone, a number cube, ball, etc. and asks students to identify the shape. Teacher holds up a can of soup and asks,‖ What shape is this can? Students respond ―cylinder!
* Teacher places an object next to, behind, above, below, beside, or in front of another object and asks positional questions. Where is the water bottle? (water bottle is placed behind a book) Students say ―The water bottle is behind the book.‖ Students should have multiple opportunities to identify shapes; these may be displayed as photographs, or pictures.
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| **Supplemental Geometry 1** |
| Teachers will use Investigations materials to teach G.1. If more practice is needed teams of teachers may find or create more experiences with this concept. |

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| **Emphasized Standards for Mathematical Practice** |
| [6. Attend to precision](http://elementarymath.dmschools.org/6-attend-to-precision3.html) | [7. Look for and make use of structure.](http://elementarymath.dmschools.org/7-look-for-and-make-use-of-structure4.html) |

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\*This concept is not formally assessed on the district benchmark assessment, but should be taught in daily routines.

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| **Standard** | **Learner Objectives** |
| Geometry 2:Correctly name shapes regardless of their orientations or overall size.  | * I can name shapes.
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| **What does this standard mean the students will know and be able to do?** |
| This standardaddresses students’ identification of shapes based on known examples. Students at this level do not yet recognize triangles that are turned upside down as triangles, since they do not ―look like triangles. Students need many experiences looking at and manipulating shapes with various typical and atypical orientations. Through these experiences, students will begin to move beyond what a shape ―looks like to identifying particular geometric attributes that define a shape. Students should be exposed to many types of triangles in many different orientations in order to eliminate the misconception that a triangle is always right-side-up and equilateral. Students should also be exposed to many shapes in many different sizes.**Examples**: Teacher makes pairs of paper shapes that are different sizes. Each student is given one shape and the objective is to find the partner who has the same shape. Teacher brings in a variety of spheres (tennis ball, basketball, globe, ping pong ball, etc) to demonstrate that size doesn’t change the name of a shape. |

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| **Supplemental Resources for Geometry 2** |
| Teachers will use Investigations materials to teach G.2. If more practice is needed teams of teachers may find or create more experiences with this concept. |

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| **Emphasized Standards for Mathematical Practice** |
| [6. Attend to precision](http://elementarymath.dmschools.org/6-attend-to-precision3.html) | [7. Look for and make use of structure.](http://elementarymath.dmschools.org/7-look-for-and-make-use-of-structure4.html) |

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| **Standard** | **Learner Objectives** |
| Geometry 5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.  | * I can build a shape.
* I can draw shapes.
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| **What does this standard mean the students will know and be able to do?** |
| This standardasks students to apply their understanding of geometric attributes of shapes in order to create given shapes. For example, a student may roll a clump of play-doh into a sphere or use their finger to draw a triangle in the sand table, recalling various attributes in order to create that particular shape. Because two-dimensional shapes are flat and three-dimensional shapes are solid, students should draw two-dimensional shapes and build three-dimensional shapes. Shapes may be built using materials such as clay, toothpicks, marshmallows, gumdrops, straws, pipe cleaners, etc. |

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| **Supplemental Resources for Geometry 5** |
| Teachers will use Investigations materials to teach G.5. If more practice is needed teams of teachers may find or create more experiences with this concept. |

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| **Emphasized Standards for Mathematical Practice** |
| [1. Make sense of problems and persevere in solving them.](http://elementarymath.dmschools.org/1-make-sense-of-problems-and-persevere-in-solving-them2.html)  | [4. Model with mathematics.](http://elementarymath.dmschools.org/4-model-with-mathematics5.html)  | [7. Look for and make use of structure.](http://elementarymath.dmschools.org/7-look-for-and-make-use-of-structure4.html) |

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**Optional Whole Group Lesson Progression**

Trimester Pacing: 12 weeks

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| **Resource** | **Location** | **Primary Focus** | **Standard** |
| **Unit Four:**Investigation 1.1 | Page 28-32Measuring Our Shoes **\*See CC 11** | * I can describe attributes of an object.
* I can describe the length of an object.
* I can describe the weight of an object.
 | K. MD 1 |
| **Unit Four:**Investigation 1.2 | Page 33-37Measuring Different Shoe Lengths | * I can describe attributes of an object.
* I can describe the length of an object.
* I can describe the weight of an object.
* I can write numbers up to 20.
* I can represent a number with objects up to 20.
 | K. MD 1K.CC 3 |
| **Unit Four:**Investigation 1.3 | Page 38-44Measuring with Sticks  | * I can describe attributes of an object.
* I can describe the length of an object.
* I can describe the weight of an object.
 | K. MD 1  |
| **Unit Four:**Investigation 1.4  | Page 45-47Comparing Lengths of Shoes  | * I can compare two objects.
* I can describe the difference between two objects.
* I can classify objects.
* I can count the number of objects in a category.
* I can sort the categories by the quantity of each category.
 | K. MD 2K. MD 3 |
| **Unit Four:**Investigation 1.5  | Page 48-52Measuring with Cubes  | * I can write numbers up to 20.
* I can represent a number with objects up to 20.
* I can describe attributes of an object.
* I can describe the length of an object.
* I can describe the weight of an object.
* I can compare two objects.
* I can describe the difference between two objects.
 | K. CC 3K. MD 1K. MD 2 |
| **Unit Four:**Investigation 1.6 A  | **\*See Common Core CC 15-CC19** | * I can describe attributes of an object.
* I can describe the length of an object.
* I can describe the weight of an object.
* I can compare two objects.
* I can describe the difference between two objects.
 | K. MD 1K. MD 2  |
| **Unit Four:**Investigation 1.6 B | **\*See Common Core CC 20-CC23** |
| **Unit Four:**Investigation 1.6 C | **\*See Common Core CC 24-CC26** |
| **Unit Four:**Investigation 2.1  | Page 58-64Revisiting Counting –Activity 2 | * I can answer “how many” by counting a set.
* I can make a set when given a particular number.
* I can compare two sets.
* I can represent addition story problems.
* I can represent subtraction story problems.
 | K. CC 5K. CC 6K. OA 1 |
| **Unit Four:**Investigation 2.2 | Page 65-70Collect 10 Together  | * I can represent addition story problems.
* I can represent subtraction story problems.
 | K. OA 1 |
| **Unit Four:**Investigation 2.3 | Page 71-75Build On  |

**\*Standards K.CC.1, K.CC.2 and K.CC.4 are not specifically represented in a lesson on this progression. Students will be assessed on these standards, therefore it is important that they have continued experiences with the standards in this trimester.**

**Optional Whole Group Lesson Progression (Continued)**

Trimester Pacing: 12 weeks

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| **Resource** | **Location** | **Primary Focus** | **Standard** |
| **Unit Four:**Investigation 2.4 | Page 76-79Roll and Record  | * I can represent addition story problems.
* I can represent subtraction story problems.
 | K. OA 1 |
| **Unit Four:**Investigation 2.5  | Page 80-84Quick Images –(Could be moved to DMR after introduced.)  | * I can add 2 numbers that make 10.
 | K. OA 4 |
| **Unit Four:**Investigation 3.1  | Page 90-94Racing Bears  | * I can count by 1’s from any given number.
* I can add 2 numbers that make 10.
 | K. CC 2K. OA 4 |
| **Unit Four:**Investigation 3.2  | Page 95-99Story Problems  | * I can represent addition story problems.
* I can represent subtraction story problems.
* I can solve an addition story problem.
* I can solve a subtraction story problem.
 | K. OA 1K. OA 2 |
| **Unit Four:**Investigation 3.3  | Page 100-103One, More One, Fewer | * I can count by 1’s from any given number.
 | K. CC 2 |
| **Unit Four:**Investigation 3.4 | Page 104-108Double Compare  | * I can represent addition story problems.
* I can represent subtraction story problems.
* I can solve an addition story problem.
* I can solve a subtraction story problem.
 | K. OA 1 K. CC 6K. OA 2 |
| **Unit Four:**Investigation 3.5  | Page 109-112More or Less at the End  |
| **Unit Four:**Investigation 3.6 | Page 113-116Build It Change It  | * I can represent addition story problems.
* I can represent subtraction story problems.
 | K. OA 1 |
| **Unit Four:**Investigation 3.7 | Page 117-120Who Has More? | * I can compare two sets.
* I can compare two numbers.
 | K. CC 6K. CC 7 |
| **Unit Four:**Investigation 4.1 | Page 128-133Six Tiles in All **\*See CC 13** | * I can decompose a number into a pair.
* I can record how I decomposed a number.
* I can describe the location of an object.
 | K. OA 3K. G 1 |
| **Unit Four:**Investigation 4.2  | Page 134-137Quick Images: Square Tiles Activity 3  | * I can decompose a number into a pair.
* I can record how I decomposed a number.
 | K. OA 3  |
| **Unit Four:**Investigation 4.3  | Page 138-142Arrangements of 5 to 10 tiles  |
| **Unit Four:**Investigation 4.4 | Page 143-147Toss the Chips  |
| **Unit Four:**Investigation 4.5 | Page 148-152Quick Images in Pairs  | * I can represent addition story problems.
* I can represent subtraction story problems.
* I can decompose a number into a pair.
* I can record how I decomposed a number.
 | K. OA 1K. OA 3 |
| **Unit Four:**Investigation 4.6  | Page 153-156Combinations of Six  |
| **Unit Four:**Investigation 4.7 | Page 157-161 |
| **Unit Four:**Investigation 4.8 | Page 162-164 |

**\*Standards K.CC.1, K.CC.2 and K.CC.4 are not specifically represented in a lesson on this progression. Students will be assessed on these standards, therefore it is important that they have continued experiences with the standards in this trimester.**

**Optional Whole Group Lesson Progression (Continued)**

Trimester Pacing: 12 weeks

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| **Resource** | **Location** | **Primary Focus** | **Standard** |
| **Unit Five:**Investigation 1.1 | Shape Pictures  | * I can build a shape.
* I can draw shapes.
 | K. G 5 |
| **Unit Five:**Investigation 1.2 | Circles and Rectangles **\*See CC27 –Teaching Note** | * I can name shapes.
 | K. G 2 |
| **Unit Five:**Investigation 1.3 |  Triangles and Squares**\*See CC27-Teaching Note** | * I can name shapes.
 | K. G 2 |
| **Unit Five:**Investigation 1.4 | Clay Shapes  | * I can tell the difference between a 2D and a 3D shape.
* I can build a shape.
* I can draw shapes
 | K. G 3K. G 5 |
| **Unit Five:**Investigation 1.5 | Introducing Shapes on the Geoboard **\*See CC 28-Teaching Note**  | * I can name shapes.
* I can build a shape.
* I can draw shapes.
 | K. G 2K. G 5 |
| **Unit Five:**Investigation 1.6 | Our Book of Shapes  | * Reading the class shape book
 |  |
| **Unit Five:**Investigation 2.1 | Shape Mural  | * I can describe the location of an object.
* I can build a shape.
* I can draw shapes.
 | K.G 1K. G 5 |
| **Unit Five:**Investigation 2.2 | Pattern Block Puzzles  | * I can make bigger shapes from smaller shapes.
 | K. G 6 |
| **Unit Five:**Investigation 2.3 | Fill the Hexagons  | * I can make bigger shapes from smaller shapes.
 | K. G 6 |
| **Unit Five:**Investigation 2.4 | Combining Shapes  | * Adding the counting jar to work stations
 |  |
| **Unit Five:**Investigation 2.5 | Our Shape Mural  | * I can name shapes.
 | K. G 2 |
| **Unit Five:**Investigation 2.6 | Ways to Make a Hexagon  | * I can make bigger shapes from smaller shapes.
 | K. G 6 |

**\*Standards K.CC.1, K.CC.2 and K.CC.4 are not specifically represented in a lesson on this progression. Students will be assessed on these standards, therefore it is important that they have continued experiences with the standards in this trimester.**