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| **Prerequisites****(Preschool)** | **Trimester One Standards** **Grade: Kindergarten** | **Looking Ahead** **(Trimester 2)** |
| Verbally count to 20. | Counting and Cardinality 1: Count to 100 by ones and tens. * I can count to 21 by ones.
 | Count up to 51 by ones.Count up to 100 by tens.  |
| Identifies numerals to 5 by name and connects each to a counted object.  | 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.
 | Write up to 20.Represent up to 10. |
| Knows the last number states how many in all. Tells what number (1-10) comes next in order by counting.Recognizes and names the number of items in a small set (up to 5). | 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. * I can count giving each object one number name up to 12.

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 12.

c. Understand that each successive number name refers to a quantity that is one larger. * I can count a set by counting on up to 12.
 | Count each object up to 21.Name the quantity up to 21.Count a set up to 21. |
| Counts 10 – 20 objects accurately. | 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.
 | Answer how many up to 21.Make a set up to 21. |
|  | 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 of up to 10 objects.
 | Compare two sets up to 21. |
| Uses and responds appropriately to positional words indicating location, direction, and distance.  | 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. |

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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 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** |
| 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.

**Optional Whole Group Lesson Progression**

Trimester Pacing: 12 weeks

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| Resource | Location | Primary Focus | Standard |
| **Unit One:**Investigation 1.1 | Page 24 - 31The Attendance Routine: How Many Are We? | * I can count giving each object one number name.
* I can name the quantity of a set.
* I can count a set by counting on.
* I can describe the location of an object (above, below, beside, etc.)
 | K. CC 4A K. CC 4BK. CC 4C K. G 1 |
| **Unit One:**Investigation 1.2 | Page 32-35Attendance Routine: Counting Around the Circle | * I can count giving each object one number name.
* I can name the quantity of a set.
* I can count a set by counting on.
 | K.CC 4A K.CC 4BK.CC 4C |
| **Unit One:**Investigation 1.3 | Page 36-40The Calendar Routine | * I can answer “how many” by counting a set.
* I can make a set when given a particular number.
 | K. CC 5 |
| **Unit One:**Investigation 1.4 | Page 41-43Calendar: Adding Special Days | * I can count a set by counting on.
 | K. CC 4C |
| **Unit One:**Investigation 1.5 | Page 44-46 Comparing Materials | * I can count giving each object one number name.
* I can name the quantity of a set.
* I can count a set by counting on.
* I can answer “how many” by counting a set.
* I can make a set when given a particular number.
 | K. CC 4AK. CC 4BK. CC 4C K.CC. 5 |
| **Unit One:**Investigation 1.6 | Page 47-52 Making An Attendance Stick | * I can count giving each object one number name.
* I can name the quantity of a set.
* I can count a set by counting on.
 | K. CC 4AK. CC 4BK. CC 4C |
| **Unit One:**Investigation 2.1 | Page 58-59 Counting Jar  | * I can count to 100 by ones.
* I can count to 100 by tens.
* I can count giving each object one number name.
* I can name the quantity of a set.
* I can count a set by counting on.
* I can answer “how many” by counting a set.
* I can make a set when given a particular number.
 | K. CC 1K. CC 4AK. CC 4BK. CC 4CK. CC 5 |
| **Unit One:**Investigations 2.2  | Page 64 – 69Classroom Buttons | * I can describe attributes (length and weight) of an object.
* I can compare two objects to determine which as more and which is less and describe the difference.
* 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 1K. MD 2K. MD 3 |
| **Unit One:**Investigations 2.3 | Pages 70 – 75Button Matchup | * I can compare objects.
* I can use language to describe attributes
 | K. MD 2K. MD 3 |
| **Unit One:**Investigation 2.4 | Page 76-81Attribute Block Match Up | * I can describe attributes (length and weight) of an object.
* I can compare two objects to determine which as more and which is less and describe the difference.
* 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 1K. MD 2K. MD 3 |

**\*MD.1, MD.2 and MD.3 will be introduced in unit one, but will not be assessed until Trimester 2. Unit One is building foundational knowledge for measurement.**

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

Trimester Pacing: 12 weeks

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| Resource | Location | Primary Focus | Standard |
| **Unit One:**Investigation 2.5  | Page 82 – 87Counting Jar: How many did you find? | * I can count giving each object one number name.
* I can name the quantity of a set.
* I can count a set by counting on.
* I can answer “how many” by counting a set.
* I can make a set when given a particular number.
 | K.CC 4AK. CC 4BK. CC 4C K. CC 5K. CC 6K. CC 7 |
| **Unit One:**Investigation 3.1  | Page 94-99Today’s Question | * 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. CC 6K. CC 7K. MD 3 |
| **Unit One:**Investigation 3.2  | Page 100 – 105Counting Jar Recording | * I can write numbers up to 20.
* I can represent a number with objects up to 20.
* I can count giving each object one number name.
* I can name the quantity of a set.
* I can count a set by counting on.
* I can answer “how many” by counting a set.
* I can make a set when given a particular number.
 | K. CC 3K. CC 4AK. CC 4BK. CC 4CK. CC 5 |
| **Unit One:**Investigation 3.3  | Page 106-109 Sorting People | * I can describe attributes (length and weight) of an object.
* 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 1K. MD 3K. G 2K. CC 6K.CC 7  |
| **Unit One:**Investigation 3.4  | Page 110-114Sorting Attribute Blocks |
| **Unit One:**Investigation 3.5 | Page 115-119Today’s Question: What did we find out? |
| **Unit One:**Investigation 3.6  | Page 120-123 Counting Jar: How did you record? | * I can count by 100 by ones.
* I can count by 100 by tens.
* I can write number up to 20.
* I can represent a number with objects up to 20.
* I can count giving each object one number name.
* I can name the quantity of a set.
* I can count a set by counting on.
* I can answer “how many” by counting a set.
* I can make a set when given a particular number.
 | K. CC 1K. CC 3K. CC 4AK. CC 4BK. CC 4CK. CC 5 |
| **Unit One:**Investigation 3.7  | Page 124-126What did you make? | * I can count by 100 by ones.
* I can count by 100 by tens.
* I can describe attributes (length and weight) of an object.
* 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. CC 1K. MD 1 K. MD 3 |

**\*MD.1, MD.2 and MD.3 will be introduced in unit one, but will not be assessed until Trimester 2. Unit One is building foundational knowledge for measurement.**

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

Trimester Pacing: 12 weeks

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| --- | --- | --- | --- |
| Resource | Location | Primary Focus | Standard |
| **Unit Two:**Investigation 1.1 |  Page 26-32 A Counting Book  | * I can count by 100 by ones.
* I can count by 100 by tens.
* I can count by 1s from any given number.
* I can write number up to 20.
* I can represent a number with objects up to 20.
* I can count giving each object one number name.
* I can name the quantity of a set.
* I can count a set by counting on.
 | K. CC 1K. CC 2K. CC 3K. CC 4AK. CC 4BK. CC 4C |
| **Unit Two:**Investigation 1.2  | Page 33-38Grab and Count  | * I can write number up to 20.
* I can represent a number with objects up to 20.
* I can count giving each object one number name.
* I can name the quantity of a set.
* I can count a set by counting on.
 | K. CC 3K. CC 4AK. CC 4BK. CC 4C  |
| **Unit Two:**Investigation 1.3  | Page 39-42 Counting Jar  |
| **Unit Two:**Investigation 1.4 | Page 43-46Roll and Record  | * I can write number up to 20.
* I can represent a number with objects up to 20.
* I can count a set by counting on.
 | K. CC 3K. CC 4C |
| **Unit Two:**Investigation 1.5  | Page 47-50How Did I Count?\*See Common Core Supplement-CC 4 | * I can count giving each object one number name.
* I can name the quantity of a set.
* I can count a set by counting on.
 | K. CC 4AK. CC 4BK. CC 4C |
| **Unit Two:**Investigation1.6 | Page 51-54Does Order Matter When You Count?  | * I can count by 100 by ones.
* I can count by 100 by tens.
* I can count giving each object one number name.
* I can name the quantity of a set.
* I can count a set by counting on.
 | K. CC 1K. CC 4AK. CC 4BK. CC 4C |
| **Unit Two:**Investigation 1.7  | Page 55-60Build It  | * I can count giving each object one number name.
* I can name the quantity of a set.
* I can count a set by counting on.
 | K. CC 4A K. CC 4BK. CC 4C |
| **Unit Two:**Investigation 1.8 | Page 61-64The Counting Jar  | * I can count by 100 by ones.
* I can count by 100 by tens.
* I can write number up to 20.
* I can represent a number with objects up to 20.
* I can count giving each object one number name.
* I can name the quantity of a set.
* I can count a set by counting on.
 | K. CC 1 K. CC 3K. CC 4A K. CC 4BK. CC 4C  |
| **Unit Two:**Investigation 1.9 | Page 65-70Inventories  |
| **Unit Two:**Investigation 1.10 | Page 71-73Strategies for Accurate Counting  |

**\*MD.1, MD.2 and MD.3 will be introduced in unit one, but will not be assessed until Trimester 2. Unit One is building foundational knowledge for measurement.**

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

Trimester Pacing: 12 weeks

|  |  |  |  |
| --- | --- | --- | --- |
| Resource | Location | Primary Focus | Standard |
| **Unit Two:**Investigation 2.1  | Page 82-87Measurement Towers  | * I can compare two objects to determine which as more and which is less and describe the difference.
* 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. CC 6K. MD 2K. MD 3 |
| **Unit Two:**Investigation 2.2 | Page 88-90How Did you Measure | * I can compare two objects to determine which as more and which is less and describe the difference.
 | K. CC 6K. MD 2 |
| **Unit Two:**Investigation 2.3 | Page 91-93Counting Backwards | * I can count by 1s from any given number.
 | K. CC 2 |
| **Unit Two:**Investigation 2.4  | Page 94-99Grab and Count: Compare  | * Concept of more/less-comparing

  | K. CC 6K. CC 7 |
| **Unit Two:**Investigation 2.5  | Page 100-104The Game of Compare  |
| **Unit Two:**Investigation 2.6  | Page 105-109Comparing Two Inventory Bags  |
| **Unit Two:**Investigation 2.7  | Page 110-116Letter in Our Names  | * I can answer “how many” by counting a set.
* I can make a set when given a particular number.
* I can compare two objects to determine which as more and which is less and describe the difference.
 | K. CC 5K. CC 6 K. MD 2  |
| **Unit Two:**Investigation 2.8 | Page 117-120Counting Jar  | * I can count by 100 by ones.
* I can count by 100 by tens.
* I can write number up to 20.
* I can represent a number with objects up to 20.
* I can count giving each object one number name.
* I can name the quantity of a set.
* I can count a set by counting on.
 | K. CC 1K.CC 3K. CC 4AK. CC 4BK. CC 4C |
| **Unit Two:**Investigation 2.9 | Page 121-127Comparing Names  | * I can answer “how many” by counting a set.
* I can make a set when given a particular number.
* I can compare two objects to determine which as more and which is less and describe the difference.
 | K. CC 5K. CC 6K. MD 2 |
| **Unit Two:**Investigation 2.10  | Page 128-132Grab and Count: Ordering  |
| **Unit Two:**Investigation 2.11 | Page 133-137Ordering Names  | * I can compare two objects to determine which as more and which is less and describe the difference.
 | K. CC 6K. MD 2 |
| **Unit Two:**Investigation 2.12 | Page 138-141Ordering Cards  |

**\*MD.1, MD.2 and MD.3 will be introduced in unit one, but will not be assessed until Trimester 2. Unit One is building foundational knowledge for measurement.**