

1st Quarter	*Kindergarten* 2018-19 Mathematics Scope & Sequence	CCSS	Essential Question	ENL Strategy	Vocabulary & Fluency Activities (Engage NY)	Resources/ Websites	Formative Assessment (Lesson Check)
9/5- 9/7 (3 Days)	Kindergarten Orientation Week *Math Block Rituals & Routines Go Math-Prerequisite Skills Inventory (3 Days)						
9/12- 9/14 (3 Days)	Chapter 9 Domain- Geometry Identify and Describe Two -Dimensional Shapes Introduction & Lessons 9.1 & 9.2-(1 Day) Show What You Know/ Vocabulary Builder...p.490 Lesson 9.1-Hands On* Identify and Name Circles...p.493A Lesson 9.2 Describe Circles....p.499A Lesson 9.3 & 9.4- (1 Day) Identify and Name Squares...p.505A Describe Squares....p.511A Lesson 9.5 & 9.6- (1 Day) Identify and Name Triangles...p. 517A Describe Triangles....p.523A	K.G K.G.A.2 K.G.B.4 K.G.A.2 K.G.B.4 K.G.A.2 K.G.B.4	-How can you identify and name circles? -How can you describe circles? -How can you identify and name squares? -How can you describe squares? -How can you identify and name triangles? -How can you describe triangles?	Develop Meanings & Model Language Develop Meanings & Model Language Develop Meanings & Rephrase	Chapter 9 Vocabulary Word Wall alike, different circle, curve, hexagon, rectangle, sides, square triangle, vertex, corner Fluency- Chap. 9 Engage NY Module 2 -Make a Shape -Making 3 with Triangles -Triangle or Not -Making 4 With Squares and Beans -Rectangle or Not -Groups of Shapes -Peek-a-Boo Shapes	Chapter 9 Grab & Go Activity/ Center * Activity Card #1 Geometry & Measurement (GM)- Taking Shapes * Activity Card #17 GM- Roundup Real World Project: Alike & Different...p.488B Game: Number Picture...p.492 Math Concept Reader: I Know Shapes <i>(two-dimensional shapes)</i> Websites k6.thinkcentral.com fasttmath.com engageny.org education.com mathgames.com mathplayground.com thatquiz.org internet4classrooms.com coolmath-games.com mathBlaster.com apples4tehteacher.com/math commoncoremathlessons.com	Chapter 9 (Lesson Check) 9.1- p.498 9.2- p.504 9.3- p.510 9.4- p.516 9.5- p.522 9.6- p.528 9.7- p.534 9.8- p.540 9.9- p.546 9.10-p.552 9.11-p.558 9.12-p.564
9/17- 9/21 (4 Days)	Lesson 9.7 & 9.8- (1 Day) Identify and Name Rectangles p. 529A Lesson 9.9 & 9.10- (1 Day) Identify and Name Hexagons...p. 541A Describe Hexagons.... p.547A Lesson 9.11 & 9.12 (1 Day) Hands On: Algebra* Compare Two-Dimensional Shapes...p. 553A Chapter 9- Review/Centers *Chapter 9 Assessment (1 Day) (Chap 9 Test- p.568 A&B)	K.G.A.2 K.G.B.4 K.G.A.2 K.G.B.4 K.G.B.4 K.G.B.6	-How can you identify and name rectangles? -How can you describe rectangles? -How can you identify and name hexagons? -How can you describe hexagons? -How can you use the words alike and different to compare two-dimensional shapes? -How can you solve problems using the strategy <i>draw a picture?</i>	Develop Meanings & Identify Relationships Develop Meanings & Model Language Develop Meanings Model Language			

<p>9/24-9/28</p> <p>(5 Days)</p>	<p>Chapter 1 Domain- Counting & Cardinality, Operations and Algebraic Thinking Represent, Count, and Write Numbers 0 to 5</p> <p>Introduction & Lesson 1.1- (1 Day) Show What You Know/ Vocabulary Builder...p.10-11 Lesson 1.1 Hands On* Model and Count 1 and 2...p.13A</p> <p>Lesson 1.2- (1 Day) Count and Write 1 and 2...p.19A</p> <p>Lesson 1.3- (1 Day) Hands On* Model and Count 3 and 4...p.25A</p> <p>Lesson 1.4- (2 Days) Count and Write 3 and 4...p.31A</p> <p>*Mid Chapter Checkpoint ...p.34</p>	<p>(K.CC, K.OA)</p> <p>K.CC.B.4a</p> <p>K.CC.A.3</p> <p>K.CC.B.4a</p> <p>K.CC.A.3</p>	<p>-How can you show & count 1 and 2 with objects?</p> <p>-How can you count & write 1 & 2 with words & numbers?</p> <p>-How can you show & count 3 and 4 with objects?</p> <p>-How can you count & write 3 & 4 with words & numbers?</p>	<p>Model Concepts</p> <p>Elicit Prior Knowledge</p> <p>Elicit Prior Knowledge</p> <p>Model Concepts</p>	<p>Chapter 1 Vocabulary Word Wall one, two, three, four, five, zero match, pair and, larger fewer, more</p> <p>Fluency-Chap. 1 -Counting with the Number Glove to 5 -Show Me Fingers -Finger Flashes -See, Count, Write Numbers -5-Frames: Counting Dots and Spaces -How Many Dots -Beep Number -5-Group Peek-a-Boo -Making Five-Finger Combinations</p>	<p>Chapter 1 Grab & Go Activity/ Center *Activity Card #5 Geometry & Measurement (GM) Numbers 1 And 2 *Activity Card #5 Computation & Mental Math (CMM) Numbers 2 And 3 *Activity Card #5 Challenge (C) Number 3</p> <p>Real World Project: My Number Story...p.8B Game: Bus Stop...p.12 (Activity Game Card #3)</p> <p>Vocabulary Reader: Student Text p.1-4 Fall Festival (numbers 1 to 5)</p>	<p>Chapter 1 (Lesson Check)</p> <p>1.1- p.18 1.2- p.24 1.3- p.30 1.4- p.36 1.5- p.42 1.6- p.48 1.7- p.54 1.8- p.60 1.9- p.66</p>
<p>10/1-10/5</p> <p>(5 Days)</p>	<p>Lesson 1.5- (2 Days) Hands On* Model and Count to 5...p.37A</p> <p>Lesson 1.6- (1 Day) Count and Write to 5...p.43A</p> <p>Lesson 1.7- (2 Days) Hands On: Algebra* Ways to Make 5...p.49A</p>	<p>K.CC.B.4a</p> <p>K.CC.A.3</p> <p>K.CC.4b K.OA.A.3</p>	<p>-How can you show & count 5 objects?</p> <p>-How can you count and write 5 with words & numbers?</p> <p>-How can you use two sets of objects to show 5 in more than one way?</p>	<p>Scaffold Language</p> <p>Model Concepts</p> <p>Elicit Prior Knowledge</p>			
<p>10/9-10/12</p> <p>(4 Days)</p>	<p>Lesson 1.8- (2 Days) Hands On* Count and Order to 5...p.55A</p> <p>Lesson 1.9- (2 Days) Problem Solving* Understand 0...p.61A</p>	<p>K.CC.B.4c</p> <p>K.CC.A.3</p>	<p>-How do you know that the order of numbers is the same as the set of objects that is one larger?</p> <p>-How can you solve problems using the strategy <i>make a model</i>?</p>	<p>Elicit Prior Knowledge</p> <p>Scaffold Language</p>			

<p>10/15-10/19</p> <p>(5 Days)</p>	<p>Lesson 1.10- (1 Day) Identify and Write 0...p.67A</p> <p>Chapter 1-Review/Centers</p> <p>*Chapter 1-Assessment (2 Days) (Chapter 1 Test p. 76 A&B)</p> <p>Chapter 2 Domain- Counting & Cardinality Compare Numbers to 5</p> <p>Introduction & Lesson 2.1- (2 Days) Show What You Know/ Vocab. Builder...p.78-79 Same Number...p.81A</p>	<p>K.CC.A.3</p> <p>(K.CC)</p> <p>K.CC.C.6</p>	<p>-How can you identify & write 0 with words and numbers?</p> <p>-How can you use matching and counting to compare sets with the same number of objects?</p>	<p>Restate</p> <p>Illustrate Understanding</p>	<p>Chapter 2 Vocabulary Word Wall one, two, three, four, five, compare greater, less same number, match, more, fewer</p> <p>Fluency- Chap. 2</p>	<p>Chapter 2 Grab & Go Activity/ Center * Activity Card #7 CMM- Numbers 1 to 5 GM- Now You See It C- Up to 5</p> <p>Game: Counting to Blastoff...p.80</p>	<p>Chapter 2 (Lesson Check)</p> <p>2.1- p.86 2.2- p.92 2.3- p.98 2.4- p.104 2.5- p.110</p>
<p>10/22-10/26</p> <p>(5 Days)</p>	<p>Lesson 2.2- (2 Days) Hans On* Greater Than...p.87A</p> <p>Lesson 2.3- (1 Day) Hands On* Less Than...p.93A *Mid chapter Checkpoint- p.96</p> <p>Lesson 2.4- (2 Days) Problem Solving* Compare by Matching Sets to 5 ...p. 99A</p>	<p>K.CC.C.6</p> <p>K.CC.C.6</p> <p>K.CC.C.6</p>	<p>-How can you compare sets when the number of objects in one set is greater than the number of objects in the other set?</p> <p>-How can you compare sets when the number of objects in one set is less than the number of objects in the other set?</p> <p>-How can you make a model to solve problems using a matching strategy?</p>	<p>Frontload</p> <p>Model Language</p> <p>Frontload</p>	<p>-Show Me 1 More -Roll and Write 1 More -Show 1 Less -Roll and Show 1 Less -Building 1 More and 1 Less Towers -Roll and Say 1 More, 1 Less</p>		
<p>10/29-11/2</p> <p>(5 Days)</p>	<p>Lesson 2.5- (1 Day) Compare by Counting Sets to 5...p.105A</p> <p>Chapter 2-Review/Centers</p> <p>*Chapter 2-Assessment (2 Days) (Chap 2 Test- p.114 A&B)</p> <p>Chapter 3 Domain- Counting & Cardinality Represent, Count, and Write Numbers 6 to 9</p> <p>Introduction & Lesson 3.1- (2 Days) Show What You Know/ Vocabulary Builder...p.116-117 Lesson 3.1 Hands On* Model and Count 6...p.119A</p>	<p>K.CC.C.6</p> <p>(K.CC)</p> <p>K.CC.B.5</p>	<p>-How can you make a model to solve problems using a matching strategy?</p> <p>-How can you show & count 6 objects?</p>	<p>Cooperative Grouping</p> <p>Model Concepts</p>	<p>Chapter 3 Vocabulary Word Wall six, seven, eight, nine</p>		

11/5-11/9 (4 ½ Days)	Lesson 3.2- (1 Day) Write to 6...p.125A Lesson 3.3- (1 Day)- Hands On* Model and Count 7...p.131A Lesson 3.4 (1 Day) Count and Write to 7...p.137A *Mid chapter Checkpoint... p.140 Lesson 3.5- (2 Days)- day #1 Hands On* Model and Count 8 ...p.143A	K.CC.A.3 K.CC.B.5 K.CC.A.3 K.CC.B.5	-How can you count and write up to 6 with words and numbers. -How can you show and count 7 objects? -How can you count and write up to 7 with words and numbers? -How can you show and count 8 objects?	Model Language Illustrate Understanding Develop Meaning Model Concepts	Fluency- Chap.3 -Counting with the Number Glove to 5 -Show Me Fingers -Finger Flashes -See, Count, Write Numbers -5-Frames: Counting Dots and Spaces -How Many Dots -Beep Number -5-Group Peek-a-Boo -Making Five-Finger Combinations	<u>Chapter 3</u> Grab & Go Activity/ Center * Activity Card #15 GM- Super Six C- At 6s And 7s CMM- Sensational 7 * Activity Card #17 CMM- Seeing Eight C- Eight & Nine Are Fine Game: Number Line Up...p. 118 (Activity Game Card #7)	<u>Chapter 3</u> (Lesson Check) 3.1- p.124 3.2- p.130 3.3- p.136 3.4- p.142 3.5- p.148 3.6- p.154 3.7- p.160 3.8- p.166 3.9- p.172
11/12-11/16 (3 ½ Days) 11/? 1st Qtr. Ends	Lesson 3.5- (2 Days)- day #2 Hands On* Model and Count 8 ...p.143A Lesson 3.6- (1 Day) Write to 8...p.149A Lesson 3.7- (2 Days)- day #1 Hands On* Model and Count 9...p.155A	K.CC.B.5 K.CC.A.3 K.CC.B.5	-How can you show and count 8 objects? -How can you count and write up to 8 with words and numbers? -How can you show and count 9 objects?	Model Concepts Model Language Model Concepts			
11/19-11/23 (2 ½ days)	Lesson 3.7- (2 Days)- day #2 Hands On* Model and Count 9...p.155A Lesson 3.8- (1 Day) Write to 9...p.161A	K.CC.B.5 K.CC.A.3	-How can you show and count 9 objects? -How can you count and write up to 8 with words and numbers?	Model Concepts Illustrate Understanding			

2nd Quarter	Kindergarten 2018-19 Mathematics Scope & Sequence	CCSS	Essential Question	ENL Strategy	Vocabulary & Fluency Activities (Engage NY)	Resources / Websites	Formative Assessment (Lesson Check)
11/26- 11/30 (5 Days)	Lesson 3.9- (2 Days) Problem Solving* Numbers to 9...p.167A Chapter 3 Review/Centers *Chapter 3 Assessment (2 Days) (Chap 3 Test- p.176 A&B) Chapter 4 Domain- Counting & Cardinality, Operations and Algebraic Thinking Represent and Compare Numbers to 10 Introduction & Lesson 4.1- (1 Day) Show What You Know/ Vocabulary Builder...p.178-179 Lesson 4.1 Model and Count 10...p181A	K.CC.C.6, K.CC.C.7 K.CC.B.5, K.OA.A.3	-How can you solve problems using the strategy <i>draw a picture</i> ? -How can you show and count 10 objects?	Scaffold Language Illustrate Understanding	 Chapter 4 Vocabulary Word Wall ten, match, pair and, compare greater, less Fluency- Chap.4 -Counting with the Number Glove to 10	 Chapter 4 <i>Game:</i> <i>Spin & Count...p.180</i> <i>Math Concept Reader:</i> <i>I Know Numbers (Counting to 10)</i> Websites k6.thinkcentral.com fasttmath.com engageny.org education.com mathgames.com mathplayground.com thatquiz.org internet4classrooms.com coolmath-games.com mathBlaster.com apples4tehteacher.com/math commoncoremathlessons.com	 Chapter 4 (Lesson Check) 4.1- p.186 4.2- p.192 4.3- p.198 4.4- p.204 4.5- p.210 4.6- p.216 4.7- p.222
12/3- 12/7 (5 Days)	Lesson 4.2- (1 Day) Write to 10...p.187A Lesson 4.3- (2 Days)- Hands On: Algebra* Ways to make 10...p.193A Lesson 4.4- (1 Day) Count and order to 10...p.199A *Mid chapter Checkpoint- p.202 Lesson 4.5- (1 Day) Compare by Matching Sets to 10.p.205A	K.CC.A.3 K.CC.A.4 K.OA.A.2 K.CC.C.6	-How can you count and write up to 10 with words and numbers? -How can you use a drawing to make 10 from a given number? -How can you count forward to 10 from a given number? -How can you solve problems using the strategy <i>make a model</i> ?	Develop Meanings Cooperative Grouping Scaffold Language Cooperative Grouping	-Show Me Fingers to 10 -Finger Flashes to 10 -See, Count, Write Numbers to 10 -10-Frames: Counting Dots and Spaces -How Many Dots -Beep Number to 10 -Show Me 1 More -Roll and Write 1 More -Show 1 Less -Roll and Show 1 Less -Building 1 More and 1 Less Towers -Roll and Say 1 More, 1 Less	 Websites k6.thinkcentral.com fasttmath.com engageny.org education.com mathgames.com mathplayground.com thatquiz.org internet4classrooms.com coolmath-games.com mathBlaster.com apples4tehteacher.com/math commoncoremathlessons.com	
12/10- 12/14 (5 Days)	Lesson 4.6- (2 Days) Compare by Counting Sets to 10...p.211A Lesson 4.7- (1 Day) Compare Two Numbers...p.217A Chapter 4 Review/Centers *Chapter 4 Assessment (2 Days) (Chap 4 Test- p.226 A&B)	K.CC.C.6 K.CC.C.7	-How can you use counting strategies to compare sets of objects? -How can you compare two numbers between 1 and 10?	Restate Develop Meanings		 Websites k6.thinkcentral.com fasttmath.com engageny.org education.com mathgames.com mathplayground.com thatquiz.org internet4classrooms.com coolmath-games.com mathBlaster.com apples4tehteacher.com/math commoncoremathlessons.com	

<p>12/17-12/21</p> <p>(5 Days)</p>	<p>Chapter 11 Domain- Measurement & Data Measurement</p> <p>Introduction & Lesson 11.1- (1 Day) Show What You Know/ Vocab. ...p.646 Lesson11.1- Compare Lengths...p.649A</p> <p>Lesson 11.2 & 11.3- (1 Day) 11.2- Compare Heights...p.655A 11.3- Direct Comparison...p.661A</p> <p>Lesson 11.4- (1 Day)-Hands On* Compare Weights...p667A</p> <p>Lesson 11.5- (1 Day) Length Height & Weight...p673A Chapter 11-Review/Centers</p> <p>*Chapter 11 Assessment (1 Day) (Chap 11 Test- p.682 A&B)</p>	<p>(K.MD)</p> <p>K.MD.A.2</p> <p>K.MD.A.2</p> <p>K.MD.A.2</p> <p>K.MD.A.1</p>	<p>-How can you compare the lengths of two objects?</p> <p>-How can you compare the heights of tow objects? -How can you solve problems using the strategy <i>draw a picture</i>?</p> <p>-How can you compare the weights of two objects?</p> <p>-How can you describe several ways to measure one object?</p>	<p>Identify Relationships</p> <p>Identify Relationships & Develop Meanings</p> <p>Identify Relationships</p> <p>Scaffold Language</p>	<p>Chapter 11 Vocabulary Word Wall Heavier, lighter Longer, shorter Taller</p> <p>Fluency- Chap.11 -Measuring objects found throughout the classroom.</p>	<p>Chapter 11 Grab & Go Activity/ Center * Activity Card 10 GM- Long And Short CMM- Ups and Downs C- An Order To Go!</p> <p>Real World Project: How Tall Am I...p.644B</p> <p>Game: Connecting Cube Challenge (Activity Game Card #12) ...p.648</p> <p>Math Concept Reader: I Know Big & Small (size) Shortest & Longest (comparing lengths)</p>	<p>Chapter 11 (Lesson Check)</p> <p>11.1- p.654 11.2- p.660 11.3- p.666 11.4- p.672 11.5- p.678</p>
<p>1/2-1/4</p> <p>(3 Days)</p>	<p>Chapter 5 Domain- Operations and Algebraic Thinking Addition</p> <p>Introduction & Lesson5.1-(1 Day) Show What You Know/ Vocabulary Builder...p.228-229 Lesson 5.1- Addition: Add To...p.231A</p> <p>Lesson 5.2- (2 Days) Hands On* Addition: Put Together...p.237A</p>	<p>K.OA.A.1</p> <p>K.OA.A.1</p>	<p>-How can you show addition as adding to?</p> <p>-How can you show addition as putting together?</p>	<p>Restate</p> <p>Rephrase</p>	<p>Chapter 5 Vocabulary Word Wall Add, is equal to Plus, pair six, seven, eight, nine, ten</p> <p>Fluency- Chap.5 -Snap -Spill the Beans -Comparing Towers -5-Group Flashes -Ready, Set, Add! -Take Apart Groups of Circles</p>	<p>Chapter 5 Grab & Go Activity/ Center * Activity Card #6 CMM-Come Together! GM- Get It Together! C- All Together Now!</p> <p>* Activity Card #16 GM- Add Like Mad!</p> <p>Game: Pairs That Make 7...p.230</p>	<p>Chapter 5 (Lesson Check)</p> <p>5.1- p.236 5.2- p.242 5.3- p.248 5.4- p.254 5.5- p.260 5.6- p.266 5.7- p.272 5.8- p.278 5.9- p.284 5.10-p.290 5.11-p.296 5.12-p.302</p>
<p>1/7-1/11</p> <p>(5 Days)</p>	<p>Lesson 5.3- (2 Days) Act Out Addition Problems...p.243A</p> <p>Lesson 5.4 (2 Days) Hands On: Algebra* Model and Draw Addition Problems...249A *Mid Chapter Checkpoint- ...p.252</p> <p>Lesson 5.5- (1 Day) Algebra *Write Addition Sentences for 10...p.255A</p>	<p>K.OA.A.1</p> <p>K.OA.A.5</p> <p>K.OA.A.4</p>	<p>-How can you solve problems using the strategy <i>act it out</i>?</p> <p>-How can you use objects and drawings to solve addition word problems?</p> <p>-How can you use a drawing to find the number that makes a 10 from a given number?</p>	<p>Rephrase</p> <p>Model Language</p> <p>Illustrate Understanding</p>	<p>-Finger Number Pairs -Building 1 More and 1 Less Towers -Make It Equal</p>		

<p>1/14-1/18</p> <p>(5 Days)</p>	<p>Lesson 5.6- (2 Days) Write Addition Sentences...p.261A</p> <p>Lesson 5.7- (2 Days) Writing More Addition Sentences.... p.267A</p> <p>Lesson 5.8- (2 Days)- Day #1 Number Pairs to 5...p.273A</p>	<p>K.OA.A.5</p> <p>K.OA.A.2</p>	<p>-How can you solve addition word problems and complete the addition sentence?</p> <p>-How can you solve addition word problems and complete the addition sentence?</p>	<p>Model Concepts</p> <p>Cooperative Grouping</p>			
<p>1/21-1/25</p> <p>(4 Days)</p>	<p>Lesson 5.8- (2 Days)- Day #2 Number Pairs to 5...p.273A</p> <p>Lesson 5.9- (1 Day) Hands On: Algebra* Number Pairs for 6 and 7...p.279A</p> <p>Lesson 5.10- (1 Day) Number Pairs for 8...p.285A</p> <p>Lesson 5.11- (1 Day) Number Pairs for 9...p.291A</p>	<p>K.OA.A.3</p> <p>K.OA.A.3</p> <p>K.OA.A.3</p> <p>K.OA.A.3</p>	<p>-How can you write addition sentences for number pairs for sums to 5?</p> <p>-How can you model and write addition sentences for number pairs for each sum of 6 and 7?</p> <p>-How can you model and write addition sentences for number pairs for sums of 8?</p> <p>-How can you model and write addition sentences for number pairs for sums of 9?</p>	<p>Cooperative Grouping</p> <p>Model Concepts</p> <p>Restate</p> <p>Model Concepts</p>			
<p>1/28-2/1</p> <p>(5 Days)</p> <p>1/?-2nd Qtr. Ends</p>	<p>Lesson 5.12- (2 Days) Number Pairs for 10...p.297A</p> <p>Chapter 5-Review/Centers</p> <p>*Chapter 5 Assessment (2 Days) (Use NYSCC Assessment)</p> <p>Chapter 6 Domain- Operations and Algebraic Thinking Subtraction</p> <p>Introduction & Lesson 6.1- (1 Day) Show What You Know/ Vocabulary Builder...p.307-309</p> <p>Lesson 6.1- Subtraction: Take From...p.311A</p>	<p>K.OA.A.3</p> <p>K.OA)</p> <p>K.OA.A.1</p>	<p>-How can you model and write addition sentences for number pairs for sums of 10?</p> <p>-How can you show subtraction as taking from?</p>	<p>Cooperative Grouping</p> <p>Model Language</p>	<p>Chapter 6 Vocabulary Word Wall minus, subtract is equal to plus</p> <p>Fluency- Chap.6 -Take Away 1 -Roll and Show 1 Less -Hide and See -Take Away Fingers -Roll and Draw 5-Groups -Growing Apples to 1 -Adding & Subtracting within 5</p>	<p>Chapter 6 Grab & Go Activity/ Center * Activity Card #8 CMM-Away They Go! GM- Bye-Bye! C- Leftovers!</p> <p>Game: <i>Spin for More...p.310</i></p> <p>Math Concept Reader: <i>Numbers At the Lake (Addition & Subtraction)</i></p>	<p>Chapter 6 (Lesson Check) 6.1- p.316 6.2- p.322 6.3- p.328 6.4- p.334 6.5- p.340 6.6- p.346 6.7- p.352</p>

3 rd Quarter	Kindergarten 2018-19 <u>Mathematics</u> Scope & Sequence	CCSS	Essential Question	ENL Strategy	Vocabulary & Fluency Activities (Engage NY)	Resources / Websites	Formative Assessment (Lesson Check)
2/4- 2/8 (5 Days)	Lesson 6.2- (2 Days) Hands On * Subtraction: Take Apartp.317A Lesson 6.3- (2 Days) Problem Solving* Act Out Subtraction Problems.p.323A Lesson 6.4- (2 Days)- Day #1 Hands On: Algebra *Model & Draw Subtraction Problems...p.329A	K.OA.A.1 K.OA.A.1 K.OA.A.5	-How can you subtraction as taking apart? -How can you solve problems using the strategy <i>Act It Out?</i> -How can you use objects and drawings to solve subtraction word problems within 5?	Illustrate Understanding Develop Meaning Model Concepts		Websites k6.thinkcentral.com fasttmath.com engageny.org education.com mathgames.com mathplayground.com thatquiz.org internet4classrooms.com coolmath-games.com mathBlaster.com apples4tehteacher.com/math commoncoremathlessons.com	
2/11- 2/15 (4 ½ Days)	Lesson 6.4- (2 Days)- Day #2 Hands On: Algebra *Model & Draw Subtraction Problems...p.329A *Mid Chapter Checkpoint...p. 332 Lesson 6.5- (2 Days) Algebra* Write Subtraction Sentences...p.335A 100th DAY!!!!	K.OA.A.5 K.OA.A.5	-How can you use objects and drawings to solve subtraction word problems within 5? -How can you solve subtraction word problems within 5 and record the equation?	Model Language Understand Context			
2/25- 3/1 (5 Days)	Lesson 6.6- (2 Days) Algebra* Write More Subtraction Sentences...p.341A Lesson 6.7- (2 Days)- Hands On: Algebra *Addition and Subtraction...p.356A Chapter 6-Review/Centers *Chapter 6 Assessment (2 Days) day #1 (Use HMH Player Assessment)	K.OA.A.2 K.OA.A.2	-How can you solve subtraction word problems and complete the equation? -How can you solve word problems using addition and subtraction?	Understand Context Identify Relationships			

<p>3/4-3/8</p> <p>(5 Days)</p>	<p>*Chapter 6 Assessment- day #2</p> <p>Chapter 7</p> <p>Domain- Counting & Cardinality -Number and Operations in Base 10 Represent, Count, and Write Numbers 11 to 19</p> <p>Introduction & Lesson 7.1- (1 Day) Show What You Know/ Vocab.p.358-359 Lesson 7.1- Hands On*- Model and Count 11 and 12...p.361</p> <p>Lesson 7.2- (1 Day) Count and Write 11 and 12...p.367A</p> <p>Lesson 7.3- (2 Days) Model and Count 13 and 14...p373A</p>	<p>K.CC, K.NBT</p> <p>K.NBT.A.1</p> <p>K.NBT.A.1</p> <p>K.NBT.A.1</p>	<p>-How can you use objects to show 11 and 12 as ten ones and some more ones?</p> <p>-How can you count and write 11 and 12 with words and numbers?</p> <p>-How can you use objects to show 13 and 14 as ten ones and some more ones?</p>	<p>Model Concepts</p> <p>Illustrate Understanding</p> <p>Develop Meanings</p>	<p>Chapter 7 Vocabulary Word Wall eleven→ nineteen ones</p> <p>Fluency- Chap.7 -1, 2, 3, Sit on 10 and 20, 30 etc.... -Counting to 30 by Ones with the Rekenrek -Beep Number (Teen Numbers and Beyond)</p>	<p>Chapter 7 Grab & Go Activity/ Center * Activity Card #20 GM- 17 And 18 CMM-19 And 20 C- Place Your Order!</p> <p>Game: Sweet & Sour Path...p.360 (Activity Game Card #9)</p>	<p>Chapter 7 (Lesson Check)</p> <p>7.1- p.366 7.2- p.372 7.3- p.378 7.4- p.384 7.5- p.390 7.6- p.396 7.7- p.402 7.8- p.408 7.9- p.414 7.10-p.420</p>
<p>3/11-3/15</p> <p>(4½ Days)</p>	<p>Lesson 7.4- (1 Day) Count and Write 13 and 14...p.379A</p> <p>Lesson 7.5-(2 Days) Model, Count, and Write 15...p.385A</p> <p>Lesson 7.6- (2 Days)- day#1 Problem Solving* Use Numbers to 15...p.391A</p>	<p>K.NBT.A.1</p> <p>K.NBT.A.1</p> <p>K.CC.A.3</p>	<p>-How can you count and write 13 and 14 with words and numbers?</p> <p>-How can you use objects to show 15 as ten ones and some more ones and show 15 as a number?</p> <p>-How can you solve problems using the strategy draw a picture?</p>	<p>Illustrate Understanding</p> <p>Rephrase</p> <p>Illustrate Understanding</p>			
<p>3/18-3/22</p> <p>(5 Days)</p>	<p>Lesson 7.6- (2 Days)- day#2 Problem Solving* Use Numbers to 15...p.391A *Mid Chapter Checkpoint...p.393</p> <p>Lesson 7.7- (2 Days) Hands On* Model and Count 16 and 17....p.397A</p> <p>Lesson 7.8- (1 Day) Count and Write 16 and 17....p.403A</p> <p>Lesson 7.9- (2 Days)- day #1 Model and Count 18 and 19...p.409</p>	<p>K.CC.A.3</p> <p>K.NBT.A.1</p> <p>K.NBT.A.1</p> <p>K.NBT.A.1</p>	<p>-How can you solve problems using the strategy draw a picture?</p> <p>-How can you use objects to show 16 and 17 as ten ones and some more ones?</p> <p>-How can you count and write 16 and 17 with words and numbers?</p> <p>-How can you use objects to show 18 and 19 as ten ones and some more ones?</p>	<p>Illustrate Understanding</p> <p>Illustrate Understanding</p> <p>Cooperative Grouping</p> <p>Scaffold Language</p>			
<p>3/25-3/29</p> <p>(5 Days)</p> <p>4/? 3rd Qtr. Ends</p>	<p>Lesson 7.9- (2 Days)- day #2 Model and Count 18 and 19...p.409A</p> <p>Lesson 7.10- (2 Days) Count and Write 18 and 19...p.415A Chapter 7 Review/Centers Chapter 7 Assessment (2 Days) (Use HMH Player Assessment)</p>	<p>K.NBT.A.1</p> <p>K.NBT.A.1</p>	<p>-How can you use objects to show 18 and 19 as ten ones and some more ones?</p> <p>-How can you count and write 18 and 19 with words and numbers?</p>	<p>Scaffold Language</p> <p>Model Concepts</p>			

4 th Quarter	Kindergarten 2018-19 Mathematics Scope & Sequence	CCSS	Essential Question	ENL Strategy	Vocabulary & Fluency Activities (Engage NY)	Resources / Websites	Formative Assessment (Lesson Check)
4/1- 4/5 (5 Days)	Chapter 8 Domain- Counting and Cardinality Represent, Count, and Write 20 and Beyond Introduction & Lesson 8.1 (2 Days) Show What You Know/ Vocabulary Builder...p.426-427 Lesson 8.1- Hands On* Model and Count to 20....p.429A Lesson 8.2- (1 Day) Count and Write to 20p.435A Lesson 8.3- (2 Days) Count and Order to 20...p.441A	(K.CC, K.NBT) K.CC.B.5 K.CC.A.3 K.CC.A.2	-How can you show and count 20 objects? -How can you count and write up to 20 with words and numbers? -How can you count forward to 20 from a given number?	Illustrate Understanding Scaffold Language Scaffold Language	Chapter 8 Vocabulary Word Wall tens, twenty, fifty, one hundred, compare Fluency- Chap.8 -1, 2, 3, Sit on 10 and 20, 30, etc... -Counting to 30, 40 ,50 and beyond by Ones and Tens using the Rekenrek and/or the hundred's chart -Beep Number (Teen Numbers and Beyond) -Recognize patterns in numbers to 100 (on hundred's chart)	Chapter 8 Grab & Go Activity/ Center * Activity Card #20 C- Place Your Order! (Modify game to include #'s 30,40, 50 etc.) Game: Who Has More...p.428 Math Concept Reader: Counting At The Market (Numbers to 30))	Chapter 8 (Lesson Check) 8.1- p.434 8.2- p.440 8.3- p.446 8.4- p.452 8.5- p.458 8.6- p.464 8.7- p.470 8.8- p.476
4/8- 4/12 (5 Days)	Lesson 8.4- (2 Days) Problem Solving* Compare Numbers to 20..p.447A *Mid Chapter Checkpoint...p.450 Lesson 8.5- (1 Day) Count to 50 by Ones....p.453A Lesson 8.6- (1 Day) Count to 100 by Ones ...p.459A Lesson 8.7- (1 Days) Count to 100 by Tens...p.465A	K.CC.C.6 K.CC.A.1 K.CC.A.2 K.CC.A.1 K.CC.C.7 K.CC.A.1	-How can you solve problems using the strategy <i>make a model</i> ? -How does the order of numbers help you to count to 50 by ones? -How does the order of numbers help you to count to 100 by ones? -How can you count to 100 by <i>tens</i> on a hundred chart?	Restate Identify Relationships Model Concepts Scaffold Language		Websites k6.thinkcentral.com fasttmath.com engageny.org education.com mathgames.com mathplayground.com thatquiz.org internet4classrooms.com coolmath-games.com mathBlaster.com apples4tehteacher.com/math commoncoremathlessons.com	
4/15- 4/19 (2 ½ Days)	Lesson 8.8- (2 Days) Count By Tens...p471A	K.CC.A.1	-How can you use sets of tens to count to 100	Scaffold Language			

<p>4/29-5/3</p> <p>(5 Days)</p>	<p>Chapter 8 Review/Centers *Chapter 8 Assessment (2 Days) (Use NYSCC Assessment)</p> <p>Chapter 10 Domain- Geometry <u>Identify and Describe Three-Dimensional Shapes</u></p> <p>Introduction & Lesson 10.1- (1 Day) Show What You Know/ Vocabulary Builder...p.570 Lesson10.1 Three Dimensional Shapes...p.573A</p> <p>Lesson 10.2 & 10.3- (1 Day) Identify, Name & Describe Spheres...p. 579A Identify, Name & Describe Cubes....p.585A</p> <p>Lesson 10.4 & 10.5- (1 Day) Identify, Name & Describe Cylinders...p. 591A Identify, Name & Describe Cones....p.597A</p>	<p>K.G</p> <p>K.G.B.4</p> <p>K.G.A.2 K.G.A.2</p> <p>K.G.A.2 K.G.A.2</p>	<p>-How can you show which shapes stack, roll, or slide?</p> <p>-How can you identify, name, and describe spheres? -How can you identify, name, and describe cubes?</p> <p>-How can you identify, name, and describe cylinders? -How can you identify, name, and describe cones?</p>	<p>Rephrase</p> <p>Rephrase & Model Language</p> <p>Model Concepts</p>	<p>Chapter 10 Vocabulary Word Wall Positional Words, cone, cube cylinder, sphere, roll, slide, stack, curved surface, flat surface, 3-D</p> <p>Fluency- Chap-10 EngageNY Module 2 -Show Me Shapes -Groups of Shapes -Peek-a-Boo Shapes</p>	<p>Chapter 10 Grab & Go Activity/ Center * Activity Card #12 GM- Get In Shape CMM-Find The Shapes C- Track The Shapes!</p> <p>* Activity Card 9 GM- Tip top CMM- Top Of The Heap C-Think Outside The Box</p> <p>Game: Follow The Shapes...p.572</p>	<p>Chapter 10 (Lesson Check)</p> <p>10.1- p.578 10.2- p.584 10.3- p.590 10.4- p.596 10.5- p.602 10.6- p.608 10.7- p.614 10.8- p.620 10.9- p.626 10.10-p.632</p>
<p>5/6-5/10</p> <p>(5 Days)</p>	<p>Lesson 10.6- (1 Day) Two & Three Dimensional Shapes...p.603A</p> <p>Lesson 10.7- (1 Day) Hands On* -Model Shapes...p. 609A</p> <p>Lesson 10.8- (1 Day) Above & Below...p. 615A</p> <p>Lesson 10.9- (1 Day) Beside and Next To...p. 621A</p> <p>Lesson 10.10- (1 Day) In Front of and Behind...p. 627A</p>	<p>K.G.A.3</p> <p>K.G.B.5</p> <p>K.G.A.1</p> <p>K.G.A.1</p> <p>K.G.A.1</p>	<p>-How can you solve problems using the strategy use logical reasoning?</p> <p>-How can you model shapes in the real world?</p> <p>-How can you use the terms <i>above</i> and <i>below</i> to describe shapes in the environment?</p> <p>-How can you use the terms <i>beside</i> and <i>next to</i> to describe shapes in the environment?</p> <p>- How can you use the terms <i>in front of</i> and <i>behind</i> to describe shapes in the environment?</p>	<p>Restate</p> <p>Rephrase</p> <p>Illustrate Understanding</p> <p>Rephrase</p> <p>Rephrase</p>			

<p>5/3-5/17 (5 Days)</p>	<p>*Chapter 10- Review/Centers *Chapter 10 Assessment (2 Days) (Use NYSCC Assessment)</p> <p>Chapter 12 Domain- Measurement & Data Classify and Sort Data Introduction & Lessons 12.1 & 12.2- (2 Days) Show What You Know/ Vocabulary Builder...p.684 Lesson12.1 Classify & Count by Color...p.687A Lesson 12.2 Classify & Count by Shape....p.693A</p> <p>Lesson 12.3- (1 Day) Classify and Count by Size...p.699A</p>	<p>(K.MD)</p> <p>K.MD.B.3</p> <p>K.MD.B.3</p> <p>K.MD.B.3</p>	<p>-How can you classify and count objects by color?</p> <p>-How can you classify and count objects by shape?</p> <p>-How can you classify and count objects by size?</p>	<p>Understand Context</p> <p>Understand Context</p> <p>Understand Context</p>	<p>Chapter 12 Vocabulary Word Wall classify category shape, size small, big graph</p> <p>Fluency- Chap.12 -Classify, Sort & Count by color, shape, or size -Create Class <u>Graphs</u> Throughout the school year. -Tallying Number quantities</p>	<p>Chapter 12 Grab & Go Activity/ Center * Activity Card 19 GM- Sort and Graph CMM- Get A Graph C- Graph This Now</p> <p>Game: <i>At The Farm...p.686</i></p>	<p>Chapter 12 (Lesson Check) 12.1- p.692 12.2- p.698 12.3- p.704 12.4- p.710 12.5- p.716</p>
<p>5/20-5/24 (4 Days)</p>	<p>Lesson 12.4- (1 Day) Make a concrete Graph...p.705A</p> <p>Lesson 12.5- (1 Day) Read A Graph...p.711A Chapter 12- Review/Centers *Chapter 12 Assessment (2 Days) (Use NYSCC Assessment)</p>	<p>K.MD.B.3</p> <p>K.MD.B.3</p>	<p>-How can you read a graph to count objects that have been classified into categories?</p> <p>-How can you read a graph to count objects that have been classified into categories?</p>	<p>Scaffold Language</p> <p>Develop Meanings</p>			
<p>5/27-5/31 (4 Days)</p>	<p>GETTING READY FOR GRADE 1 Planning Guide...p.PG48 – PG55</p> <p>p.PG48- Add One</p> <p>p.PG50- Add Two</p> <p>p.PG52- Add on a Ten Frame</p> <p>p.PG54- Part-Part-Whole</p>	<p>K.OA.A.1</p> <p>1.OA.C.6</p>	<p>*These lessons review prerequisite skills and prepare for next year's content.</p>				

<p>6/3-6/7</p> <p>(5 Days)</p>	<p>GETTING READY FOR GRADE 1 Planning Guide...p.PG56 – PG65 p.PG56- Equal Sets</p> <p>p.PG58- Related Addition Equations</p> <p>p. PG60- Subtract One</p> <p>p.PG62- Subtract Two</p> <p>p.PG64- Subtract on a Ten Frame</p>	<p>K.OA.A.1 1.OA.C.6</p>	<p>*These lessons review prerequisite skills and prepare for next year’s content.</p>				
<p>6/10-6/14</p> <p>(5 Days)</p>	<p>GETTING READY FOR GRADE 1 Planning Guide...p.PG66 – PG75 p.PG66- Missing Part</p> <p>p.PG68- Subtraction Equations</p> <p>p.PG70- Related Addition & Subtraction Equations</p> <p>p.PG72- Subtract to Compare</p> <p>p.PG74- Getting ready For Grade 1 Test</p>	<p>K.OA.A.1 1.OA.C.6</p>	<p>*These lessons review prerequisite skills and prepare for next year’s content.</p>				
<p>6/17-6/21</p> <p>(5 Days)</p> <p>6/? 4th Qtr. Ends</p>	<p>GETTING READY FOR GRADE 1 Planning Guide...p.PG76 – PG85 p.PG76- How many Ones?</p> <p>p.PG78-Read & Write Numbers 20 to 30</p> <p>p.PG80-Read & Write Numbers 30 to 40</p> <p>p.PG82-Read & Write Numbers 40 to 50</p> <p>p.PG84-Numbers on a Clock</p>	<p>K.CC.A.1 1.NBT.A.1</p>	<p>*These lessons review prerequisite skills and prepare for next year’s content.</p>				
<p>6/24-6/26</p> <p>(2 ½ Days)</p>	<p>GETTING READY FOR GRADE 1 Planning Guide...p.PG86 – PG91 p.PG86- Use an Analog & Digital Clock</p> <p>p.PG90- Formative Assessment</p>	<p>KCC.A.3. 1.MD.B.3</p>	<p>*These lessons review prerequisite skills and prepare for next year’s content.</p>				

Additional Activities & Text Correlations

Suggested Graphing Activities

Social Studies: All About Me (e.g. Birthday Graph, Favorite Food/ Sport/Activity/Toy), How Do You Get to School, How Many People in Your Family, How Many Girls/Boys in Your Class, Favorite Holiday etc.

Science: Weather Graph, Sorting & Graphing Leaves by Colors/Shapes/Size, Pumpkins (Which type of face to carve (vote & graph)), Five Senses Graph, Living & Non Living Things Graph, Push/Pull Graph etc.

ELA: Name Graph (# of letters in your name), Favorite "Learn About the World Book"/ "Old Favorite Storybook", Favorite Character/Character Traits Graph, etc.

Suggested Quarterly Projects

1st Quarter- Make Class Graph, Number Book 0-5,

-Go Math Real World Project: My Number Story...Chapter 1, p.8B

-Go Math Real World Project: Alike & Different...Chapter 9, p.488B,

2nd Quarter- Number Book 0-10

-Go Math Real World Project: How Tall Am I...Chapter 11, p.644B

3rd Quarter-100th Day Activity

4th Quarter- Make a 3-D Shapes Community

Key to Go MATH Materials

TE- Teacher Edition, SE- Student Edition, SP- Standards Practice (HW), AMM- Animated Math Models,

GG- Grab and Go Differentiated Centers Kit, R- Reteach Book, E- Enrich Book, MM-HMH- Mega Math (online),

BLM- Black Line Master (online), SI- Strategic Intervention (book & online), II- Intensive intervention (book & online), PT- NY Performance Task Book

ENL Terminology

Model Concepts- this strategy uses model, role-playing, and pictures to support comprehension by providing experiences and images that children can draw upon learning new concepts.

Illustrate Understanding- Children illustrate or sketch to communicate their understanding. Children can share their understanding through pictures and acquire new vocabulary by matching words.

Scaffold Language- Through guided modeling and questions, children communicate understanding of a thing, situation, or process to demonstrate verbally or in writing what they already know or what they have learned.

Identify Relationships- Children identify relationships between concepts and words to connect new information to prior knowledge.

Understand Context- Children identify and experience vocabulary in context to clarify the meanings of words, idioms, and colloquial expressions. They can also explore synonyms and homophones to help distinguish math words from everyday words that have a similar meaning or sound the same.

Develop Meanings- Children define words by using them in context with definitions or by matching words or visuals to their definitions.

Restate/Rephrase- After hearing or reading a passage, children rewrite or verbally rephrase the passage in their own words.

Model Language- Spoken and written language is demonstrated for children and repeated by children to practice pronunciation, sentence structure, and spelling.

Elicit Prior Knowledge- ELL learners bring unique experiences and backgrounds to the classroom. To assist them in building meaning from these experiences, teachers need to help them connect what they know (background knowledge) to new concepts being taught. (e.g.- ENL children may not be familiar with the word "board game" or "bowling.")

Frontload- This strategy has teachers introduce new vocabulary and discuss concepts before teaching them. It prepares children for new concepts and sets the stage to eliminate potential language problems.

Cooperative Grouping- this strategy has teachers organize children into a group of two or more for a common purpose, this strategy actively engages ENL students in language and content learning.

Websites

<https://www.education.com/games/kindergarten/math/>

<https://www.mathgames.com/kindergarten>

<https://www.ixl.com/math/kindergarten/learn-to-count-to-3>

https://www.mathplayground.com/addition_blocks.html

<https://www.thatquiz.org>

Song/Poems The Big Number's Song" (YouTube), Jack Hartman, "Count to 100" and others (YouTube)

Alternative Formative Assessments

Quarter 1

Chapter 9

*Materials- pattern/attribute blocks, plane shapes, paper & pencil

Sort shapes by attribute

Place at least 10 pattern blocks in front of the student.

- Have the student make groups of shapes with 4 sides.
- Have another student make another group of shapes with 3 vertices..

Identify shapes as squares, triangles, rectangles, or circles

Place a square, a triangle, a rectangle, and a circle in front of the child in random order.

- Point to the square and ask the student to name the shape.
- Repeat the activity for the remaining shapes.

Classify & describe objects by shape

Place all the squares, circles, and triangles in front of the student in random order.

- Have the student sort the shapes into 3 groups by shape.
- Ask the student to describe each group of shapes (How many sides and vertices).

Chapter 1

*Materials- 12 index cards, 1 five frame, 5 cubes, 5 counters, paper and pencil/crayons

Read numbers from 1 to 5

Write the numbers 1 to 5 on index cards. Shuffle the cards.

- Have the student pick a card and say the written number aloud.
- Repeat the activity until there are no cards left.

Recognize quantities from 0 to 5

Show the student a five frame with 2 cubes in it.

- Have the student tell how many cubes there are.
- Randomly add and take a way cubes to the five frame and repeat the activity until the student identifies quantities from 0 to 5.

Write numbers from 0 to 5

Place a five frame in front of each student.

- Have the student count and write how many counters.
- Repeat the activity with 0,1,2,3,4, and 5 counters in random order.

Model numbers for group of 0 to 5 objects

Use the index cards with numbers 0 to 5. Shuffle the cards. Place 5 cubes and a five frame in front of the student.

- Have the student pick a card, look at the number, and place that many cubes in the five frame.
- Repeat the activity until there are no cards left.

Chapter 2

*Materials- 5 index cards, 2 five frames, 12 or more cubes, 5 counters, 5 small classroom objects, paper & pencil

Order numbers from 1 to 5

Write the numbers 1 to 5 on index cards. Place the cards in front of the student in random order.

- Have the student place the cards in number sequence.

Use one-to-one correspondence to make sets with the same number of objects.

Place 2 stacked five frames in front of the student. Set 3 counters in the top five frame.

- Have the student place 3 cubes in the bottom five frame to show the same number of objects.
- Repeat the activity for 1 and 5 counters in the top five frame.

Use one-to-one correspondence to make a set with 1 more or 1 fewer object.

Make a cube train with 4 cubes and show it to the student. Place at least 8 unconnected cubes in front of the student.

- Have the student make a cube train that has 1 fewer cube.
- Have the student make a cube train that has 1 more cube.

Identify sets that have more or fewer objects

Draw 5 stars in a row and 3 diamonds in a row.

- Have the student point to the set that has more.
- Have the student point to the set that has fewer.

Use models to compare numbers to 5

Make a cube train with 3 cubes and write the number 3. Place at least 7 unconnected cubes in front of the student.

- Have the student make a cube train that has fewer than 3 cubes and write how many cubes.
- Have the student make a cube train that has more than 3 cubes and write how many cubes.
- Have the student point to a number this less than 3.
- Have the student point to a number this more than 3.

Quarter 2

Chapter 3 & 4

*Materials- 5 index cards, 1 ten frame, 10 counters, 10 red and 10 blue cubes.

Read numbers from 6 to 10

Write the numbers 6 to 10 on index cards. Shuffle the cards.

- Have the student pick a card and say the number aloud. Repeat until there are no cards left.

Recognize quantities and write numbers 6 to 10

Show the student a ten frame with 8 cubes in it.

- Have the students tell how many cubes there are and write the number.
- In random order, repeat the activity with 6 and 10 cubes.

Model number for groups 6 to 10

Use index cards with numbers 6 to 10. Place 10 counters and ten frame in front of the student.

- Have the student pick a card, look at the number and place that many counters in the ten frame. Repeat the activity until there are no cards left.

Use objects to represent equivalent forms of the number 10

Place the cubes in front of the student. Make a cube train with 4 red cubes and 6 blue cubes.

- Ask the student how many of each color cube there are and how many cubes there are in all.
- Have the student use a different number of red and blue cubes to make 10.

Count and order numbers 1 to 10 forward from any given number

Draw a number line (path) from 1 to 10, with 2 numbers missing.

- Have the student use a number line to count forward from a given number to 10 and tell what the missing numbers are.

Make a model to compare numbers to 10

Write number 8 and 10.

- Have the students model the number 8 with **blue** cubes and 10 with **red** cubes.
- Have the student compare the cube trains. Then have the students circle the number that is **greater** and cross out the number that is **less**.

Chapter 11

*Materials- cubes, crayon, paper & pencil

Compare & order objects by height

Place cubes in front of the student. Make a cube train with 5 cubes and stand it up vertically.

- Ask the student to look and then make a cube train that is shorter. Help the student place it to the left of the original one.
- Ask the student to look and then make another cube train that is taller. Have the student place the taller cube train to show the cube train in order from **shortest to tallest**.

Compare & order objects by weight

Write numbers 1, 2, and 3 in a row on paper. Place the crayon in front of the student.

- Ask the student to pick up the crayon with one hand. Have the child choose a lighter classroom object to hold in the other hand then place the **lighter** object on the number 1.
- Still holding the crayon, have the student choose a heavier classroom object and hold it in the other hand. Have the student place the **heavier** object on the number 3.
- Have the student find the position and place the crayon on the appropriate number (2) to show the objects in order from **lightest to heaviest**.

Compare objects directly by length

Place cubes in front of the student. Make a cube train with 4 cubes and lay it down horizontally.

- Ask the student to look and then make a cube train that is the **same length**.
- Ask the student to look and then make another cube train that is **shorter** than the original cube train.
- Ask the student to look and then make another cube train that is **longer** than the original cube train.
- Have the student line up the left end of each cube train with the left side of the paper and put the shortest train on the top of the paper and the longest on the bottom. Have the student then put the other train in the appropriate position (the middle) to show the cube trains in order from **shortest to longest**.

Compare lengths using nonstandard units

Place the pencil, the crayon, and the cubes in front of the student.

- Have the student use the cubes to measure the pencil's length. Ask the student to write about **how many cubes long** the pencil is.
- Repeat the process with the crayon.
- Have the student tell which number is less and point to the **shorter** object. Have the student tell which number is **greater** and point to the **longer** object.

Chapter 5

*Materials- 20 cubes (10 red and 10 blue). Paper and pencil/crayons

Use objects to solve problems

Place cubes in front of the student.

- Read this story problem: "Tyler has 4 blocks. Anna has 2 blocks. How many blocks do Tyler and Anna have in all?"
- Ask student to model the story problem with cubes and tell how many in all.

Use pictures and symbols to solve a joining problem

Draw 3 stars on the left side of a piece of paper and 5 stars on the right. Below the picture, write: $__ + __ = __$.

- Read the story problem: "Bella sees 3 stars. Then she sees 5 more stars. How many stars does Kayla see in all?"
- Using the picture, have the student complete the addition sentence. Then have them tell how many stars Bella sees in all.

Create and solve addition problems

Place cubes in front of the student.

- Have the student use the cubes to create and model an **addition** story problem. Have them tell the story problem and use the cubes to solve.

Chapter 6

*Materials- 20 cubes (10 red and 10 blue). Paper and pencil/crayons

Use objects to solve problems

Place cubes in front of the student.

- Read this story problem: “Maria has 7 blocks. She gives 4 of them away to her friend. How many blocks does Maria have left?”
- Ask student to model the story problem with cubes and tell how many cubes are left.

Use pictures and symbols to solve a separating problem

Draw 8 triangles in a row. Circle and cross out the last 2 triangles. Below the picture, write: $\underline{\quad} - \underline{\quad} = \underline{\quad}$.

- Read the story problem: “Ben has 8 pieces of pizza. He gives 2 pieces to his friend. How many pieces of pizza does Ben have left?”
- Using the picture, have the student complete the subtraction sentence. Then have them tell how many pieces Ben has left.

Create and solve subtraction problems

Place cubes in front of the student.

- Have the student use the cubes to create and model a **subtraction** story problem. Have them tell the story problem and use the cubes to solve.

Connect the concepts of addition and subtraction

Make a cube train with 7 red cubes and 2 blue cubes. On paper, write:

$\underline{\quad} + \underline{\quad} = \underline{\quad}$ And $\underline{\quad} - \underline{\quad} = \underline{\quad}$.

- Have the student complete the **addition** sentence to match the cubes.
- Have the student complete the **subtraction** sentence to match the cubes.

Chapter 7

*Materials- 19 counters, 2 ten frames, paper & pencil

Count groups of objects to 15 objects

Place 15 individual counters and 2 ten frames in front of the student.

- Have the student count aloud while placing the counters in the ten frames.

Count groups of objects to 19 objects

Place one 10-cube train and one 9-cube train in front of the student.

- Have the student count the cubes aloud and tell how many.

Recognize, read, and write numbers for groups of 11 to 15 objects

Show the student 2 ten frames with 11 counters placed in the ten frames. Write the number 11 on a piece of paper.

- Have the student read aloud the written number.
- Have the student place one more counter in the ten frame and write the total number of counters now.
- Repeat the activity until there are 15 counters in the ten frames.

Recognize, read, and write numbers for groups of 16 to 19 objects

Draw 2 ten frames and place them in front of the student. Write the number 16.

- Have the student read aloud the written number.
- Ask the student to draw that many objects in the ten frames and write the number.
- Repeat the activity with numbers 17-19.

Model numbers for 11 to 19 objects

Place 2 ten frames and 19 counters in front of the student. Write the number 11.

- Have the student place that many counters in the ten frames.
- Repeat the activity with the numbers 12-19.

Chapter 8

*Materials- 35 counters, 4 ten frames, 21 index cards, hundred chart, 25 cubes

Model & write the number 20

Place 2 ten frames, 25 cubes, and paper in front of the student.

- Have the student fill in the ten frames with cubes to show the number 20.
- Have the student write the number 20.

Make a model to compare numbers to 20

Place w sets of 2 ten frames in front of the student. Write the number 16 above the first set of ten frames and the number 19 above the second set of ten frames.

- Ask the student to use counters and the ten frames to show each number.
- Have the student point to the set that has more/fewer counters. Then have the student circle the number that is greater/less than.

Order numbers 0 to 20

Write the numbers 0-20 on index cards. Shuffle the cards.

- Have the student place the numbers in order from 0 to 20.

Count by ones to 100

Place a hundred chart in front of the student. Cover the numbers 21, 45, 60 with counters.

- Have the student count forward from 1 to 100, pointing to each number.
- Have the student tell the missing numbers.

Chapter 10

*Materials- mini geo solids (cube, sphere, cylinder, cone, rectangular prism, and pyramid).

Identify 3-D shapes

In random order, place one of each solid shape in front of the child.

- Ask the student to pick up the **cube**. Repeat for all 3-D shapes.

Identify 3-D shapes in the environment

In random order place one of each solid shape in front of the student.

- Have the student hold the **sphere**. Ask them to name or point to a classroom object that is shaped like the sphere.
- Repeat the activity with each solid shape.

Describe 3-D shapes by the number of flat & curved surfaces

In random order, place one of each solid shape in front of the student.

- Have the student hold the **cylinder**. Ask them to tell how many flat & curved surfaces it has in all.
- Repeat the activity with each solid shape.

Sort 3-D shapes by the way they move

In random order, place one of each solid shape in front of the student.

- Have the student make a group of one of all the shapes that can **stack**. Invite the student to stack some of those shapes on top of each other.
- Have the student then make a group of all the shapes that can **slide**. Invite the student to slide those shapes across the table or floor.
- Have the student then make a group of all the shapes that can **roll**. Invite the student to roll those shapes across the table or floor.

Chapter 12

*Materials- 3 red shapes, 3 blue shaped, 3 yellow shapes
3 squares, 3 circles, 3 triangle
3 small objects, 3 large objects
2 red cubes, 5 blue cubes, 3 yellow cubes

Classify & describe objects by color

Place all the red, blue, and yellow shapes in front of the student in random order.

- Have the student sort the shapes into 3 groups by color.
- Ask the student to name each group of shapes.

Classify & describe objects by shape

Place all the squares, circles, and triangles in front of the student in random order.

- Have the student sort the shapes into 3 groups by shape.
- Ask the student to describe each group of shapes.

Classify & describe objects by size

Place all the small and large objects in front of the child in random order.

- Have the student sort the objects into 2 groups by size.
- Ask the student to describe each group of objects.

Math Center

Build-A-Number

Standards: KCC.1, KCC.4

I Can Statement: I can count items to show how many.

Materials: 10 Baggies labeled 1-10, 1-10 LEGO blocks in each baggie (depending on the number on the bag)

Directions:

- 1- Choose a number baggie with Lego blocks.
- 2- Create a building using the blocks.
- 3- Count the number of blocks you used to make your building.
Make sure it matches the number on the baggie.



Math Center

Measuring Center

*Comparison **Length/Height** (using taller than & shorter than)

Standards: K.MD.A.1, K.MD.A.2

I Can Statement: I can compare lengths using a string.

Materials: *Longer or shorter recording sheet, 4" String or Pipe Cleaner, Box of objects to compare. (Objects should be tall and short i.e. pencil, crayon, eraser, paper clip, strip of paper, marker, straw, coffee stirrer, chop stick, water bottle, etc.).*

Directions:

- 1- Show students the objects they will measure and explain, "In this center you will be comparing objects to your string and then sorting these objects into two groups, **Longer and Shorter** than your string."
- 2- Send students to center to compare their lengths/heights using the statement, "_____ is taller than/shorter than my **string**."
- 3- Students will then draw the objects in the correct box on the recording sheet and count & write how many are long and how many are short.

*Note: Show students how to align **the endpoints in order to measure the objects**.

Name _____

Longer or Shorter Recording Sheet

*Using the piece of string, measure the objects. Find the objects that are longer than your piece of string and the objects that shorter than your piece of string. Draw a picture of those objects on the chart. Try to find at least one thing that is about the same length.

Longer Than my String	Shorter Than my String
<p>How many objects are <u>longer</u> than the string? _____</p>	<p>How many objects are <u>shorter</u> than the string? _____</p>

Math Center

Measuring Center

***Comparison Weight (using heavier & lighter)**

Standards: K.MD.A.1, K.MD.A.2

I Can Statement: I can compare objects using heavier than, lighter than, with balance scales.

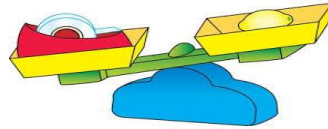
Materials: *Lighter or heavier recording sheet, Simple balance scale and assortment of objects for comparison of weight (Be sure to include some surprises that are large but relatively light and some that are small but relatively heavy i.e. can, rice cake, book, marker, balloon, tower of linking cubes, block, sphere, cotton ball, rock, coin, straw, pencil, feather etc.).*

Directions:

1. First a student chooses two things to compare.
2. Test them first by just holding them and silently guessing which will be heavier. (If other students are in the center, pass them around so your friends get a chance to guess, too!)
4. Student puts one object on one side of the balance and the other object on the other side of the balance to test the guesses.
5. Record the results on your own *Lighter or Heavier recording sheet*.

Name _____

Heavier or Lighter Recording Sheet



Heavier

Lighter

How many objects are heavier than the string? _____

How many objects are lighter than the string? _____

Math Center

Roll the Dice Addition

Standards: K.OA.A.1, K.OA.A.5

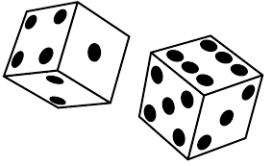
I Can Statement: I can fluently add two numbers using my addition strategies.

Materials: *Dice (1 for each student), Roll the Dice Addition Recording Sheet*

Directions:

1. Roll the die and count the amount of dots on the die. Write down the number.
2. Roll the die a second time and count the amount of dots on the die. Write down that number.
3. Add the two numbers you rolled using any of your addition strategies and record your answer.

Name _____



Roll the Dice Addition Recording Sheet

Roll the dice. Add the two numbers together and record the addition sentence.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

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$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

GO MATH
Kindergarten

Essential Questions, “I Can” Statements & Standards

Chapter 1

Lesson 1.1

How can you show and count 1 and 2 with objects?

I can show 1 with one counter and 2 with two counters.

CC.K.CC.4a

Lesson 1.2

How can you count and write 1 and 2 with words and numbers?

I can draw pictures of one heart and two hearts. I can write the numbers 1 and 2 under the pictures. I can also use letters to spell the numbers words.

CC.K.CC.3

Lesson 1.3

How can you show and count 3 and 4 with objects?

I can show 3 with three counters and 4 with four counters.

CC.K.CC.4a

Lesson 1.4

How can you count and write 3 and 4 with words and numbers?

I can draw pictures of three circles and four circles. I can write the numbers 3 and 4 under the pictures. I can also use letters to spell the numbers words.

CC.K.CC.3

Lesson 1.5

How can you show and count 5 objects?

I can show 5 with counters and a full five frame or I can draw five objects.

CC.K.CC.4a

Lesson 1.6

How can you count and write 5 with words and numbers?

I can draw five circles. I can write the number 5 and I can write five with letters.

CC.K.CC.4b

Lesson 1.7

How can you use sets of objects to show 5 in more than one way?

I can pair five objects to make sets of; 2 and 3, 3 and 2, 4 and 1, 1 and 4, 5 and 0, and 0 and 5.

CC.K.OA.3

Lesson 1.8

How do you know that the order of numbers is the same as a set of objects that is one larger?

I can use the counting order of numbers to 5. Each number is one greater or one less than the next number.

CC.K.CC.4c

Lesson 1.9

How can you solve problems using the strategy make a model?

I can use counters to show the objects in a problem. I can put them in and take them away. Then I count how many are left.

CC.K.CC.3

Lesson 1.10

How can you identify and write 0 with words and numbers?

I can show no objects, or I can show a counter and take it away to show 0 or none, or I can write the number 0. I can write the word zero.

CC.K.CC.3

Chapter 2

Lesson 2.1

How can you use matching and counting to compare sets with the same number of objects?

I can draw lines to match the objects from each set to see if they have a match. I can count to see if each set has the same number of objects.

CC.K.CC.6

Lesson 2.2

How can you compare sets when the number of objects in one set is greater than the number of objects in the other set?

I can use matching to see which set has more objects. I can count the number of objects in each set and compare the two numbers.

CC.K.CC.6

Lesson 2.3

How can you compare sets when the number of objects in one set is less than the number of objects in the other set?

I can match the objects in each set. I can count and compare the numbers to see which is less.

CC.K.CC.6

Lesson 2.4

How can you make a model to solve problems using a matching strategy?

I can use objects or drawings to show how many are in each set. Then I can draw lines to match.

CC.K.CC.6

Lesson 2.5

How can you use a counting strategy to compare sets of objects?

I can count the objects in each set to see whether the number of objects in one set is greater than, less than, or the same as the number of objects in another set. **CC.K.CC.6**

Chapter 3

Lesson 3.1

How can you solve and count 6 objects?

I can use one more than 5 counters. I can put out counters and count them one at a time: 1, 2, 3, 4, 5, 6.

CC.K.CC.5

Lesson 3.2

How can you count and write 6 with words and numbers?

I can count from 1 to 6. I can write the number 6 and the word six.

CC.K.CC.3

Lesson 3.3

How can you show and count 7 objects?

I can make sets with 7 counters. I can draw a set of 7 counters.

CC.K.CC.5

Lesson 3.4

How can you count and write 7 with words and numbers?

I can count from 1 to 7. I can write the number 7 and the word seven.

CC.K.CC.3

Lesson 3.5

How can you show and count 8 objects?

I can use counters and count until I have 8, I can draw eight objects.

CC.K.CC.5

Lesson 3.6

How can you count and write 8 with words and numbers?

I can count from 1 to 8; I can write 8 as a number and a word.

CC.K.CC.3

Lesson 3.7

How can you show and count 9 objects?

I can use nine counters and count as I put down each one. I can also draw pictures of nine objects.

CC.K.CC.5

Lesson 3.8

How can you count and write 9 with words and numbers?

I can count from 1 to 9. I can draw nine objects. I can write the number 9. I can also write 'nine' as a word.

CC.K.CC.3

Lesson 3.9

How can you solve problems using strategy draw a picture?

I can draw a row of objects. I can draw another row of objects that has a greater or lesser number in it than the first row. Then I can count the objects in that row.

CC.K.CC.6

Chapter 4

Lesson 4.1

How can you show and count 10 objects?

I can show and count 10 counters. My counters will fill a ten frame.

CC.K.CC.5

Lesson 4.2

How can you count and write 10 with words and numbers?

I can draw ten objects or show 10 counters. I can write the number 10 or write the word ten. **CC.K.CC.3**

Lesson 4.3

How can you use a drawing to make 10 from a given number?

I can make cube trains using ten red and blue cubes. Then I can draw to show the cube trains.

CC.K.OA.4

Lesson 4.4

How can you count forward to 10 from a given number?

I know the counting order, so I know what number to start with after the number I am given. I keep counting in order to 10.

CC.K.CC.2

Lesson 4.5

How can you solve problems using the strategy make a model?

I can build cube trains and compare them by matching.

CC.K.CC.6

Lesson 4.6

How can you use counting strategy to compare sets of objects?

I can count the number of objects in each set, write the numbers, and decide which number is greater or less than the other.

CC.K.CC.6

Lesson 4.7

How can you compare numbers between 1 and 10?

I can think about the counting order to see which number is greater or which is less.

CC.K.CC.7

Chapter 5

Lesson 5.1

How can you show addition as adding to?

I can count and write how many are in each group. Then I can count and write how many there are now.

CC.K.OA.1

Lesson 5.2

How can you show addition as putting together?

I can count how many objects in each set and write the numbers with a plus symbols between them. Then, I can count all of the objects to find how many in all.

CC.K.OA.1

Lesson 5.3

How can you solve problems using the strategy act it out?

I can act out an addition word problem. I can count the people or objects in both sets to find how many in all.

CC.K.OA.1

Lesson 5.4

How can you use objects and drawings to solve addition word problems?

I can show how many are in each set and then put them together. I can complete the addition sentence to match what I did with the objects using numbers and symbols.

CC.K.OA.5

Lesson 5.5

How can you use a drawing to find the number that makes a 10 from a given number?

I can draw the number of objects I am given. Then I can draw more objects until I have 10 of them. I can count how many more I needed to draw and write that number in the addition sentence.

CC.K.OA.4

Lesson 5.6

How can you solve addition word problems and complete the addition sentence?

I can see how many objects are being added to the first set to make the number of objects in all. I can fill in that missing number to complete the addition sentence.

CC.K.OA.5

Lesson 5.7

How can you solve addition word problems and complete the addition sentence?

I can find how many objects there are at the start. Then I can fill in that unknown number to complete the addition sentence.

CC.K.OA.2

Lesson 5.8

How can you model and write addition sentence for number pairs for sums to 5?

I can make two sets of cubes in different colors until I have the number in all. Then I can use the numbers to write the addition sentence.

CC.K.OA.3

Lesson 5.9

How can you model and write addition sentences for number pairs for each sum of 6 and 7?

I can make a set of cubes in one color and make a set in a different color until I have 6 or 7. Then I can fill in the numbers I used to write the addition sentence.

CC.K.OA.3

Lesson 5.10

How can you model and write addition sentences for number pairs for sums of 8?

I can make a set of cubes in one color and make a set in a different color until I have 8. Then I can fill in the numbers I used to write the addition sentence.

CC.K.OA.3

Lesson 5.11

How can you model and write addition sentences for number pairs for sums of 9?

I can make a set of cubes in one color and make a set in a different color that make 9 in all. Then I can fill in the numbers I used to write the addition sentence.

CC.K.OA.3

Lesson 5.12

How can you model and write addition sentences for number pairs for sums of 10?

I can use some cubes in one row and then add cubes that are a different color until I have 10. Then I can fill in the numbers I used to write the addition sentence.

CC.K.OA.3

Chapter 6

Lesson 6.1

How can you show subtraction as taking from?

I can write the number in all and write the number that is taken away. I can also write the number for how many are left.

CC.K.OA.1

Lesson 6.2

How can you show subtraction as taking apart?

I can use two-color counters to show one color is taken apart. I can write the number in all and write the number that is taken apart. Then I can write the number that shows the other color of counters.

CC.K.OA.1

Lesson 6.3

How can you solve problems using the strategy act it out?

I can act it out to see how many there are in all. I can see how many are being taken from or are leaving. Then I can count to see how many are left.

CC.K.OA.1

Lesson 6.4

How can you use objects and drawing to solve subtraction word problems?

I can make a cube train to show the number in all. I can use one color of cubes for how many to take apart and another color for the rest. I can count the rest to find how many are left. I can draw and color the cubes and complete a subtraction sentence.

CC.K.OA.5

Lesson 6.5

How can you solve subtraction word problems and complete the equation?

I can look for how many are in the set and how many there are now. I can show how many are taken from the set. I can complete a subtraction sentence to show how I solved the problem.

CC.K.OA.5

Lesson 6.6

How can you solve subtraction word problems to complete the equation?

I can look to see how many are taken from the set and how many are left. I can find the starting number by counting all of the objects in the set.

CC.K.OA.2

Lesson 6.7

How can you solve word problems using addition and subtraction?

I can use addition to solve problems when sets are put together and I need to find out how many in all. I can use subtraction to find out how many are left when some are being taken away or taken apart from a set.

CC.K.OA.2

Chapter 7

Lesson 7.1

How can you use objects to show 11 and 12 as ten ones and some more ones?

I can use counters to fill a ten frame and place one more below to show 11; I can use counters to fill a ten frame and place two more below to show 12.

CC.K.NBT.1

Lesson 7.2

How can you count and write 11 and 12 with words and numbers?

I can count 11 objects, write the number 11 and the word eleven, and write 10 ones and 1 one. I can count 12 objects, write the number 12 and the word twelve, and write 10 ones and 2 ones.

CC.K.CC.3

Lesson 7.3

How can you use objects to show 13 and 14 as ten ones and some more ones?

I can use counters to fill a ten frame and place three more below to show 13; I can use counters to fill a ten frame and place four more below to show 14.

CC.K.NBT.1

Lesson 7.4

How can you count and write 13 and 14 with words and numbers?

I can count 13 objects, write the number 13 and the word thirteen, and write that 10 ones and three ones is thirteen. I can count 14 objects, write 10 ones and 4 ones is 14.

CC.K.CC.3

Lesson 7.5

How can you use objects to show 15 as ten ones and some more ones and show 15 as a number?

I can use counters to fill a ten frame to show 10 ones and place five more ones below to show 15. I can show 15 by writing a 1 and a 5 next to it.

CC.K.NBT.1

Lesson 7.6

How can you solve problems using the strategy draw a picture?

I can find out what information I have and draw pictures to solve the problem.

CC.K.CC.3

Lesson 7.7

How can you use objects show 16 and 17 as ten ones and some more ones?

I can use counters to fill one ten frames and show six or seven more in another ten frame to show 16 or 17.

CC.K.NBT.1

Lesson 7.8

How can you count and write 16 and 17 with words and numbers?

I can count 16 objects, write the number 16 and the word sixteen, and write that 10 ones and 6 ones is 16. I can count 17 objects, write the number 17 and the word seventeen, and write that 10 ones and 7 ones is 17.

CC.K.CC.3

Lesson 7.9

How can you use objects to show 18 and 19 as ten ones and some more ones?

I can use counters to fill one ten frame and place eight more in another ten frame to show 18; I can use my counters to fill one ten frame and place nine more in another ten frame to show 19.

CC.K.NBT.1

Lesson 7.10

How can you count and write 18 and 19 with words and numbers?

I can count 18 objects, write the number 18 and the word eighteen, and write 10 ones and 8 ones. I can count 19 objects, write the number 19 and the word nineteen, and write 10 ones and 9 ones.

CC.K.CC.3

Chapter 8

Lesson 8.1

How can you show and count 20 objects?

I can use cubes to fill ten frames to show 20. I can make two ten-cubes trains to show 20.

CC.K.CC.5

Lesson 8.2

How can you count and write 20 with words and numbers?

I can count from 1 to 20. I can draw two ten-cube trains to show 20. I can show that two filled ten frames show 20. I can write the number 20 and the number word twenty. I can write that 10 and 10 more make 20.

CC.K.CC.3

Lesson 8.3

How can you count forward to 20 from a given number?

I can start at any number and count forward by ones until I get to 20.

CC.K.CC.2

Lesson 8.4

How can you solve problems using the strategy make a model?

I can make a model so that I can match or count objects to solve the problem.

CC.K.CC.6

Lesson 8.5

How does the order of numbers help you to count to 50 by ones?

When I know the counting order, I know what number to say after each number. If I start with 1 and say each number in counting order. I can count from 1 to 50.

CC.K.CC.1

Lesson 8.6

How does the order of numbers help you to count to 100 by ones?

When I know the order of numbers, I can start counting from any number and count by ones to 100.

CC.K.CC.1

Lesson 8.7

How can you count to 100 by tens on a hundred chart?

I can find 10 on the hundred chart. Then I can look down that column and say each number to count by tens.

CC.K.CC.1

Lesson 8.8

How can you use sets of tens to count to 100?

I can count each set of ten until I get to 100... 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.

CC.K.CC.1

Chapter 9

Lesson 9.1

How can you identify and name circles?

I know that a circle is round and flat.

CC.K.G.2

Lesson 9.2**How can you describe circles?**

A circle is a flat shape this is round and curved.

CC.K.G.4**Lesson 9.3****How can you identify and name squares?**

I know that a square is a shape with four vertices and four straight sides that match.

CC.K.G.2**Lesson 9.4****How can you describe squares?**

A square is a shape that has four sides of equal length and four square vertices.

CC.K.G.4**Lesson 9.5****How can you identify and name triangles?**

I know that a triangle is a shape with three straight sides.

CC.K.G.2**Lesson 9.6****How can you describe triangles?**

I know that a triangle is a shape with three straight sides and three vertices.

CC.K.G.4**Lesson 9.7****How can you identify and name rectangles?**

I know a rectangle is a shape that has four straight sides. It has two long sides and two short ones.

CC.K.G.2**Lesson 9.8****How can you describe rectangles?**

I know that a rectangle is a shape with four straight sides and four vertices with two long sides and two short sides.

CC.K.G.4**Lesson 9.9****How can you identify and name hexagons?**

I know a hexagon is a shape with six sides.

CC.K.G.2**Lesson 9.10****How can you describe hexagons?**

I know a hexagon is a shape with six sides and six vertices.

CC.K.G.4

Lesson 9.11**How can you use the words alike and different to compare two-dimensional shapes?**

I can choose a number of sides or vertices and make a set of shapes with that number and label it alike. I can put all the other shapes in another set and label it different.

CC.K.G.4**Lesson 9.12****How can you solve problems using the strategy draw a picture?**

I can join different shapes to form new shapes, and then draw the new shape to solve the problem.

CC.K.G.6**Chapter 10****Lesson 10.1****How can you show which shapes stack, roll, or slide?**

I can use solid shapes to show that shapes with a flat surface stack and slide, while shapes with a curved surface roll.

CC.K.G.4**Lesson 10.2****How can you identify, name, and describe spheres?**

I know that spheres are shapes that have curves and no flat surfaces. I know that a ball is a sphere.

CC.K.G.2**Lesson 10.3****How can you identify, name, and describe cubes?**

I know that cubes are shapes that have six flat surfaces.

CC.K.G.2**Lesson 10.4****How can you identify, name, and describe cylinders?**

I know that a cylinder has a curved surface and two flat surfaces. Some cylinders are cans and tubes.

CC.K.G.2**Lesson 10.5****How can you identify, name, and describe cones?**

I know that cones are shapes that have a curved surface, a flat surface, and a point. Some cones are party hats or ice cream cones.

CC.K.G.2**Lesson 10.6****How can you solve problems using the strategy use logical reasoning?**

I can look at the shapes to find whether they are flat or solid shapes. I can look at the surfaces to tell what kind of flat or solid shape they are.

CC.K.G.3**Lesson 10.7****How can you use the terms above and below to describe shapes in the environment?**

I can say that a shape is above, or higher than, another object. I can say that a shape is below, or lower than, another object. **CC.K.G.1**

Lesson 10.8

How can you use the terms beside and next to, to describe shapes in the environment?

I can use beside or next to tell about the location of shapes like boxes, ball, cones, and cans. When something is beside or next to me, it is at the side of me.

CC.K.G.1

Lesson 10.9

How can you use the term in front of and behind to describe shapes in the environment?

I can use the words in front of and behind to tell the location of shapes like boxes, balls, cones, and cans. When something is in the front of an object, it comes before the object in a line. When it is behind, it comes after the object.

CC.K.G.1

Chapter 11

Lesson 11.1

How can you compare the lengths of two objects?

I can put two objects one under the other starting at the same place. I can see if one object is shorter than, longer than, or about the same length as the other object.

CC.K.MD.2

Lesson 11.2

How can you compare the heights of two objects?

I can put two objects one next to the other starting at the same place. I can see if one object is shorter than, longer than, or about the same length as the other object.

CC.K.MD.2

Lesson 11.3

How can you solve problems using the strategy draw a picture?

I can draw two objects that start on the same line to find which one is longer than, shorter than, or about the same length, or to find which one is taller than, shorter than, or about the same length.

CC.K.MD.2

Lesson 11.4

How can you compare the weights of two objects?

I can hold two objects, one in each hand. I can see which one feels heavier and which one feels lighter.

CC.K.MD.2

Lesson 11.5

How can you describe several ways to measure one object?

I can measure the length of an object by going from side to side. I can measure the height of an object by going from bottom to top. I can measure the weight of an object by holding it to see if it is heavy or light.

CC.K.MD.1

Chapter 12

Lesson 12.1

How can you classify and count objects by color?

I can choose a color and put all objects of that color in one category and put all objects that are not that color in another category. I can count how many objects are in each category.

CC.K.MD.3

Lesson 12.2

How can you classify and count objects by shape?

I can sort and classify objects that are alike by shape into categories. I can count how many objects are in each category.

CC.K.MD.3

Lesson 12.3

How can you classify and count objects by size?

I can place objects that are small in one category and things that are big in another category. I can count how many objects are in each category.

CC.K.MD.3

Lesson 12.4

How can you make a graph to count objects that have been classified into categories?

I can sort and classify the objects by category. Then I can move them by category into a graph and draw them. I can count how many are in each category.

CC.K.MD.3

Lesson 12.5

How can you read a graph to count objects that have been classified into categories?

I can count how many are on each row to see how many are in each category.

CC.K.MD.3

Lesson 12.6

How can you solve problems using the strategy use logical reasoning?

I can sort and classify the information I have and then use reasoning to find an answer.

CC.K.MD.3