

**Kindergarten  
Common Core State  
Standards Mathematics  
Curriculum Map Little Rock  
School District**

Striving toward greater focus and coherence through  
Content Standards and Practice Standards

# Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

## 1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

## 2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

### **3. Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

### **4. Model with mathematics.**

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

## **5. Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

## **6. Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

## 7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

## 8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through  $(1, 2)$  with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

### Science and Engineering Practices

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence

Obtaining, evaluating and communicating information

# Kindergarten Mathematics Curriculum Map

## Granite School District Scope and Sequence Overview

Unit of Study	Go Math! Alignment	Go Math! Chapter Title	Domain and Standards
1	Chapter 1	Represent, Count, and Write Numbers 0 to 5	Domain: Counting and Cardinality Standards: 3, 4a, 4b, 4c Domain: Operations and Algebraic Thinking Standard: 3
2	Chapter 2	Compare Numbers to 5	Domain: Counting and Cardinality Standard: 6
3	Chapter 3	Represent, Count, and Write Numbers 6 to 9	Domain: Counting and Cardinality Standards: 3, 5, 6
4	Chapter 4	Represent and Compare Numbers to 10	Domain: Counting and Cardinality Standards: 2, 3, 5, 6, 7 Operations and Algebraic Thinking Standard: 4
5	Chapter 5	Addition	Domain: Operations and Algebraic Thinking Standards: 1, 2, 3, 4, 5
6	Chapter 6	Subtraction	Domain: Operations and Algebraic Thinking Standards: 1, 2, 5
7	Chapter 7	Represent, Count, and Write 11 to 19	Domain: Counting and Cardinality Standard: 3 Domain: Number and Operations in Base Ten Standard: 1
8	Chapter 8	Represent, Count, and Write 20 and Beyond	Domain: Counting and Cardinality Standards: 1, 2, 3, 5, 6
9	Chapter 9	Identify and Describe Two-Dimensional Shapes	Domain: Geometry Standards: 2, 4, 6
10	Chapter 10	Identify and Describe Three-Dimensional Shapes	Domain: Geometry Standards: 1, 2, 3, 4
11	Chapter 11	Measurement	Domain: Measurement and Data Standards: 1, 2
12	Chapter 12	Classify and Sort Data	Domain: Measurement and Data Standard: 3

# Kindergarten

## Instruction and Assessment\* Schedule

### 2014-2014

	Set up the year with rituals and routines for math time.	Ch. 1	Ch. 2	Ch. 3	Ch. 4	Ch. 5	Ch. 6	Ch. 7	Ch. 8	Ch. 9	Ch. 10	Ch. 11	Ch. 12	
Approx. number of days	19 days	15 days	9 days	12 days	10 days	15 days 12/1-12/19	13 days	14 days	14 days	19 days	15 days	10 days	9 days	
Dates	8/18-9/12	9/15-10/3	10/6-10/16	10/21-11/5	11/10-11/21		1/6-1/23	1/26-2/12	2/17-3/6	3/3-4/10	4/13-5/1	5/4-5/15	5/18-6/4	
Math Content	Number Talks Counting Collections Rotations	Represent, Count, & Write Numbers 0-5	Compare Numbers to 5	Represent, Count, & Write Numbers 6-9	Represent & Compare 6-9	Represent & Compare to 10	Subtraction	Represent, Count, & Write Numbers 11-19	Represent, Count, & Write Numbers beyond 20	Identify & Describe Two-Dimensional Shapes	Identify & Describe Three-Dimensional Shapes	Measurement	Classify & Sort Data	
Assess	1 <sup>st</sup> 9-weeks 8/18 – 10/13 (40 days) <ul style="list-style-type: none"> <li>•SMI Initial Screener (online) 8/18 – 9/5</li> <li>•Math Interview/Fluency Screener 8/18-9/5</li> <li>•Report Card Rubrics – ongoing assessment and data collection/anecdotal notes/running records</li> </ul>				2 <sup>nd</sup> 9-weeks 10/14 – 12/19 (40 days) <ul style="list-style-type: none"> <li>•SMI Progress Monitoring (online) 10/27-11/5</li> <li>•Report Card Rubrics – ongoing</li> </ul>		3 <sup>rd</sup> 9-weeks 1/6 – 3/19 (50 days) <ul style="list-style-type: none"> <li>•SMI Progress Monitoring (online) 1/6 – 1/16</li> <li>•Report Card Rubrics – ongoing</li> </ul>			4 <sup>th</sup> 9-weeks 3/30 – 6/4 (48 days) <ul style="list-style-type: none"> <li>•SMI Progress Monitoring (online) 3/9-3/19</li> <li>•ACTAAP IOWA – Week of April 6-10</li> <li>•Report Card Rubrics – ongoing</li> <li>•SMI End of Year Screener (online) 5/18 – 5/29</li> </ul>				
	Ongoing PROGRESS MONITORING of students receiving interventions INSIDE and OUTSIDE the classroom – keep records of intervention data.													

#### REQUIRED ASSESSMENT INFORMATION

- ACTAAP IOWA Assessment is required by ADE.
- SMI Screeners (Initial, Progress Monitoring, End-of-Year), Math Interviews, and Fluency screeners meet the requirements of RTI.
- Use of the report card rubrics to determine student progress and grades recorded meet the requirements of the LRSD.
- Additional assessment options are found within each Unit of Study in the LRSD maps.

# Kindergarten Mathematics Curriculum Map - Overview

<b>Unit of Study</b>	The mathematical content is sequenced in Units of Study that will take approximately 2-3 weeks each to teach. The sequence of Units of Study provides a coherent flow to mathematics instruction throughout the year.
<b>Go Math! Alignment</b>	The primary textbook adopted in Little Rock District for Grades K-6 is Houghton Mifflin Harcourt's Go Math!, 2012 Edition.
<b>Math Content and Language Objectives</b>	The Math Content and Language Objectives are to be posted for each lesson, restated to students during the lesson, and revisited at the end of each lesson. These are written as "I Can" statements.
<b>Key Concepts for Differentiation</b> <b>G</b>	In an effort to assist teachers in the process of differentiation in Tier I teaching, key concepts have been identified in the curriculum maps as those specific objectives a teacher would focus on during small group instruction with struggling students.  Key concepts cover minimum, basic skills and knowledge every student must master. Key concepts emphasize which concepts to prioritize for differentiation.
<b>Vocabulary</b>	Vocabulary cards for instruction and word walls need to be made with students. Esl vocabulary cards can be found at: <a href="http://www.doe.virginia.gov/instruction/mathematics/resources/vocab_cards/index.shtml">http://www.doe.virginia.gov/instruction/mathematics/resources/vocab_cards/index.shtml</a>
<b>Teacher's Resources and Notes</b>	Teachers are encouraged to make notes of their own lesson ideas and resources that align with each Unit of Study.
<b>Additional Resources</b>	This book is intended to be a resource for mathematical content and instructional strategy suggestions. The websites are a resource for lesson plans, teacher tutorials, content videos, student applets, and games. The resources are <b>NOT</b> intended to be all-inclusive.
<b>Assessment</b>	There are many formative and summative assessment options: <ul style="list-style-type: none"> <li><input type="checkbox"/> Go Math! Options: Prerequisite Skills Inventory; Beginning-of-Year, Middle-of-Year, and End-of-Year Benchmark Tests; Show What You Know Diagnostic Assessments; Diagnostic Interview Assessments; Portfolio Assessment; Mid-Chapter Checkpoints; Chapter Review/Tests; Chapter Tests; Performance Assessments; Quick Checks; Soar to Success; and, Standards Practice Pages. The assessments are intended to be used to provide immediate feedback that can be used for Tier 2 and/or Tier 3 interventions for individual students. The results may also be used to identify concepts for reteaching the whole class if needed.</li> <li><input type="checkbox"/> SOAR and Common Formative Assessment – These are cumulative tests for multiple Units of Study. These are to be given as a pretest and a posttest. Scores from the Benchmark Assessments are to be reported to the district. Students not mastering content will need Tier 2 and/or Tier 3 interventions.</li> <li><input type="checkbox"/> Exit slips, teacher observations, daily class work, homework, and basal assessments are to be used at the teacher's discretion to help guide and direct instruction.</li> </ul>

<b>Chapter 1</b>	<b>Kindergarten</b>	<b>Quarter 1</b>	<b>Approx. 34 days</b>	<b>August 18 – Oct. 3</b>
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**Domain:** Counting and Cardinality K.CC

**Cluster:** Know number names and the count sequence.

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).

**Cluster:** Count to tell the number of objects.

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.

**Domain:** Operations and Algebraic Thinking K.OA

**Cluster:** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).

**Domain:** First 19 Days

[First 19 days](#)

Math Content Objectives	Vocabulary	Teacher Notes
<p>I can:</p> <p><u>K.CC.3</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write numbers.</li> <li><input type="checkbox"/> Count objects and write the number.               <ul style="list-style-type: none"> <li>(Up to 9 - 1<sup>st</sup> Quarter)</li> <li>(Up to 10 - 2<sup>nd</sup> Quarter)</li> <li>(Up to 20 - 3<sup>rd</sup> Quarter)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> and</li> <li><input type="checkbox"/> count</li> <li><input type="checkbox"/> day</li> <li><input type="checkbox"/> decompose</li> <li><input type="checkbox"/> different</li> <li><input type="checkbox"/> digit</li> <li><input type="checkbox"/> fewer</li> <li><input type="checkbox"/> fifth</li> <li><input type="checkbox"/> first</li> <li><input type="checkbox"/> five</li> <li><input type="checkbox"/> four</li> <li><input type="checkbox"/> fourth</li> </ul>	

## Chapter 1 (continued)

Math Content Objectives	Vocabulary	Teacher's Resources and Notes
<p><b><u>K.CC.4a</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Count objects in a group and say the number. (Up to 9 objects - 1<sup>st</sup> Quarter) (Up to 10 objects - 2<sup>nd</sup> Quarter) (Up to 20 objects - 3<sup>rd</sup> Quarter)</li> </ul> <p><b><u>K.CC.4b</u></b></p> <ul style="list-style-type: none"> <li>Ⓒ Tell how many are in a group by counting to the last number.</li> <li><input type="checkbox"/> Count the objects in any way they are set up. (moved, rearranged, hidden)</li> </ul> <p><b><u>K.CC.4c</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know when I count objects the numbers are getting larger because the group is getting larger. (Up to 9 - 1<sup>st</sup> Quarter) (Up to 10 - 2<sup>nd</sup> Quarter) (Up to 20 - 3<sup>rd</sup> Quarter)</li> </ul> <p><b><u>K.OA.3</u></b></p> <ul style="list-style-type: none"> <li>Ⓒ Decompose numbers into number pairs.</li> <li><input type="checkbox"/> Show number pairs with drawings.</li> <li><input type="checkbox"/> Write number pairs with equations. (Up to 5 - 1<sup>st</sup> Quarter) (Up to 10 - 2<sup>nd</sup> Quarter)</li> </ul> <p><b><u>GSD</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Name days of the week in order.</li> <li><input type="checkbox"/> Use ordinal numbers to count first, second, third, fourth, and fifth.</li> </ul> <p>Ⓒ Key Concepts for Differentiation - See p. 8.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> larger</li> <li><input type="checkbox"/> match</li> <li><input type="checkbox"/> more</li> <li><input type="checkbox"/> number</li> <li><input type="checkbox"/> number pair</li> <li><input type="checkbox"/> numeral</li> <li><input type="checkbox"/> object</li> <li><input type="checkbox"/> one</li> <li><input type="checkbox"/> quantity</li> <li><input type="checkbox"/> second</li> <li><input type="checkbox"/> third</li> <li><input type="checkbox"/> three</li> <li><input type="checkbox"/> two</li> <li><input type="checkbox"/> week</li> <li><input type="checkbox"/> zero</li> </ul>	

## Chapter 1 (continued)

Math Language Objectives	Vocabulary	Teacher's Resources and Notes
<p data-bbox="90 232 699 321"><i>[Note: The following language objectives must be written in student-friendly terms, adapted to specific lessons, and aligned with the language needs of students.]</i></p> <p data-bbox="90 354 558 386"><b>Reading Standards for Informational Text</b></p> <ul data-bbox="138 391 693 797" style="list-style-type: none"><li><input type="checkbox"/> Ask and answer questions about key details in a math text.</li><li><input type="checkbox"/> Describe the connection between ideas or information in a math text.</li><li><input type="checkbox"/> Ask and answer questions about unknown math words in a text.</li><li><input type="checkbox"/> Describe the relationship between pictures and text.</li><li><input type="checkbox"/> Identify basic similarities and differences between images and texts on the same math topic.</li><li><input type="checkbox"/> Engage in group reading activities of math texts.</li></ul> <p data-bbox="90 829 296 862"><b>Writing Standards</b></p> <ul data-bbox="138 867 678 1170" style="list-style-type: none"><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose opinion pieces on math topics.</li><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose explanatory texts, providing some information on a math topic.</li><li><input type="checkbox"/> Use digital tools to produce math writing and collaborate with others.</li><li><input type="checkbox"/> Participate in math writing projects.</li></ul>		

Chapter 1 (continued)

Math Language Objectives	Vocabulary	Teacher Notes
<p>Speaking and Listening Standards</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Participate in collaborative conversations about math topics.</li><li><input type="checkbox"/> Ask and answer questions about key details or information presented orally or through other media.</li><li><input type="checkbox"/> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li><li><input type="checkbox"/> Add drawings to math descriptions to provide detail.</li><li><input type="checkbox"/> Speak audibly and express math ideas clearly.</li></ul>		

Go Math! Common Core Alignment	Chapter 1 – Additional Resources
<u>Lesson 1.1</u> K.CC.4a	<p><u>Model and Count 1-5</u>            Van de Walle, John A., <u>Elementary and Middle School Mathematics</u>-pages 127-128  <u>IXL - Numbers and Counting Up to 5: Count to 5 - Assessment</u> - <a href="http://www.ixl.com/math/kindergarten/count-to-5">http://www.ixl.com/math/kindergarten/count-to-5</a>  <u>IXL - Represent Numbers Up to 5 - Assessment</u> - <a href="http://www.ixl.com/math/kindergarten/represent-numbers-up-to-5">http://www.ixl.com/math/kindergarten/represent-numbers-up-to-5</a>  <u>Illustrations - "Let's Count to Five" Unit</u> - <a href="http://illuminations.nctm.org/LessonDetail.aspx?ID=U57">http://illuminations.nctm.org/LessonDetail.aspx?ID=U57</a>  <u>UEN - "Recognizing Numerals and Numbers" Lesson</u> - <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=10568">http://www.uen.org/Lessonplan/preview.cgi?LPid=10568</a>  <u>UEN - "Writing Numerals" Lesson</u> - <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=10571">http://www.uen.org/Lessonplan/preview.cgi?LPid=10571</a>  <u>Education Place - eManipulatives Connecting Cubes</u> - <a href="http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.html&amp;filename=connectingcubes&amp;title=Connecting%20Cubes&amp;grade=K">http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.html&amp;filename=connectingcubes&amp;title=Connecting%20Cubes&amp;grade=K</a>  <u>Youtube Learning Numbers</u> <a href="https://www.youtube.com/watch?v=J0YoLeMHxi4">https://www.youtube.com/watch?v=J0YoLeMHxi4</a></p>
<u>Lesson 1.2</u> K.CC.3	
<u>Lesson 1.3</u> K.CC.4a	
<u>Lesson 1.4</u> K.CC.3	
<u>Lesson 1.5</u> K.CC.4a	<p><u>Zero</u>  <u>YouTube - Sesame Street - Zero the Hero</u> - <a href="http://www.youtube.com/watch?v=k9Mnjyrf9xU">http://www.youtube.com/watch?v=k9Mnjyrf9xU</a>  <u>YouTube - Zero the Hero by Joan Holub - Book Preview</u> - <a href="http://www.youtube.com/watch?v=Kjj7I2t5_Kc">http://www.youtube.com/watch?v=Kjj7I2t5_Kc</a></p>
<u>Lesson 1.6</u> K.CC.4b	<p><u>Days of the Week</u>  <u>YouTube - Days of the Week - Song</u> - <a href="http://www.youtube.com/watch?v=OPzIbbvoiMA">http://www.youtube.com/watch?v=OPzIbbvoiMA</a>  <u>Ohio Department of Education - "Days of the Week" Lesson</u> - <a href="http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CSS_LP_S01_BA_LKG_I01_01.pdf">http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CSS_LP_S01_BA_LKG_I01_01.pdf</a></p>
<u>Lesson 1.7</u> K.OA.3	
<u>Lesson 1.8</u> K.CC.4c	<p><u>Ordinal Numbers</u>  <u>Toy Theater - Ordinal Numbers - Game</u> - <a href="http://toytheater.com/ordinal-number.php">http://toytheater.com/ordinal-number.php</a>  <u>YouTube - Std. 1 - Maths - Position Words, Ordinal Numbers - Video</u> - <a href="http://www.youtube.com/watch?v=nx6ZhdNZxLQ&amp;feature=related">http://www.youtube.com/watch?v=nx6ZhdNZxLQ&amp;feature=related</a></p>
<u>Lesson 1.9</u> K.CC.3	
<u>Lesson 1.10</u> K.CC.3	<p><b>Workstations</b>            -Counting Collections            -Board Games            -Card Games            -Dice Games            -Writing/Matching numbers            -Building</p> <p><b>Partner Games</b>            -Collect Ten            -Tape Race</p>

## Chapter 1 - Additional Resources - Continued

### Investigations

- On and Off
- Compare
- Staircases
- Peas and Carrots

### Problem Types

- Any addition/subtraction situations may be posed
- Any problem within 5

### Number Talks

Initial Focus:

- Building routines for number talks and math talk
- Dot Cards:

[Dot Cards Explanations/Easier Arrangements Dot Cards](#)

- 3-5 cards/day
- Focus on student thinking

Building into Number Talks that match numbers and situations in the math lesson (small numbers, one more, one less, etc.)

### Literature

- All Through the Week with Cat and Dog by Rozanne Lanczak Williams
- Arctic Fives Arrive by Elinor Pinczes
- A Chick Called Saturday by Joyce Dunbar
- Cookie's Week by Cindy Ward
- Count the Ways to Get Around: Learning to Count to 5 by Joan Chapman
- Five Creatures by Emily Jenkins
- Five Little Ducks by Pamela Paparone
- Five Little Monkeys Jumping on the Bed by Eileen Christelow
- Five Little Monkeys Sitting in a Tree by Eileen Christelow
- Five Little Penguins Slipping on the Ice by Steve Metzger
- Five Little Pumpkins by Iris Van Rynbach

### Assessment Options

- Go Math! Assessment Options:** Show What You Know Diagnostic Assessment; Mid-Chapter Checkpoint; Quick Checks; Portfolio Assessment; Chapter 1 Review/Test; Chapter 1 Test; Diagnostic Interview Assessment; Soar to Success; Standards Practice Pages.
- Daily/Weekly Formative Assessment Options:** Exit Slips, Observation, Daily Work, Homework.

Chapter 2	Kindergarten	Quarter 1	Approx. 9 days	Oct. 6 – Oct. 16
<b>Domain:</b> Counting and Cardinality				K.CC
<b>Cluster:</b> Compare numbers.				
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. <sup>1</sup>				
<sup>1</sup> Include groups with up to ten objects.				
Math Content Objectives	Vocabulary		Teacher's Resources and Notes	
<p>I can:</p> <p><b>K.CC.6</b></p> <p>☞ Tell if one group is greater than, less than, or equal to another group. (Up to 5 - 1<sup>st</sup> Quarter) (Up to 10 - 2<sup>nd</sup> Quarter)</p> <p>☞ Key Concepts for Differentiation - See p. 8.</p>	<input type="checkbox"/> alike <input type="checkbox"/> compare <input type="checkbox"/> equal <input type="checkbox"/> fewer <input type="checkbox"/> five <input type="checkbox"/> four <input type="checkbox"/> greater than <input type="checkbox"/> less <input type="checkbox"/> less than <input type="checkbox"/> match <input type="checkbox"/> more <input type="checkbox"/> object <input type="checkbox"/> one <input type="checkbox"/> same <input type="checkbox"/> same number <input type="checkbox"/> three <input type="checkbox"/> two			
Math Language Objectives				
<p><i>[Note: The following language objectives must be written in student-friendly terms, adapted to specific lessons, and aligned with the language needs of students.]</i></p> <p><b>Reading Standards for Informational Text</b></p> <input type="checkbox"/> Ask and answer questions about key details in a math text. <input type="checkbox"/> Describe the connection between ideas or information in a math text. <input type="checkbox"/> Ask and answer questions about unknown math words in a text. <input type="checkbox"/> Describe the relationship between pictures and text. <input type="checkbox"/> Identify basic similarities and differences between images and texts on the same math topic. <input type="checkbox"/> Engage in group reading activities of math texts.				

## Chapter 2 (continued)

Math Language Objectives	Vocabulary	Teacher's Resources and Notes
<p><b>Writing Standards</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose opinion pieces on math topics.</li><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose explanatory texts, providing some information on a math topic.</li><li><input type="checkbox"/> Use digital tools to produce math writing and collaborate with others.</li><li><input type="checkbox"/> Participate in math writing projects.</li></ul> <p><b>Speaking and Listening Standards</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Participate in collaborative conversations about math topics.</li><li><input type="checkbox"/> Ask and answer questions about key details or information presented orally or through other media.</li><li><input type="checkbox"/> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li><li><input type="checkbox"/> Add drawings to math descriptions to provide detail.<ul style="list-style-type: none"><li><input type="checkbox"/> Speak audibly and express math ideas clearly.</li></ul></li></ul>		

Go Math! Common Core Alignment	Chapter 2 – Additional Resources
<u>Lesson 2.1</u> K.CC.6	<b>Comparing Numbers 1-5</b> Van de Walle, John A., <u>Elementary and Middle School Mathematics</u> -pages 126-127 <b>HMH- Counting Critters</b> <a href="http://www-k6.thinkcentral.com/content/hsp/math/hspmath/na/common/mega_math_9780547585062_/megamathcd1/cm/launch.html?strActivityName=g13_1_2_A&amp;strAssignID=1">http://www-k6.thinkcentral.com/content/hsp/math/hspmath/na/common/mega_math_9780547585062_/megamathcd1/cm/launch.html?strActivityName=g13_1_2_A&amp;strAssignID=1</a>
<u>Lesson 2.2</u> K.CC.6	<b>PBS Kids - Curious George's Busy Day - Bug Catcher Game</b> - <a href="http://pbskids.org/curiousgeorge/busyday/bugs/">http://pbskids.org/curiousgeorge/busyday/bugs/</a> <b>Education Place - eManipulatives Connecting Cubes</b> - <a href="http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.html&amp;filename=connectingcubes&amp;title=Connecting%20Cubes&amp;grade=K">http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.html&amp;filename=connectingcubes&amp;title=Connecting%20Cubes&amp;grade=K</a>
<u>Lesson 2.3</u> K.CC.6	<b>Education Place - More, Fewer, Same - Student Tutorial</b> - <a href="http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/mw/help/eh_popup_k.html&amp;grade=K&amp;title=More,+Fewer,+Same&amp;tm=tmfa0104e">http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/mw/help/eh_popup_k.html&amp;grade=K&amp;title=More,+Fewer,+Same&amp;tm=tmfa0104e</a>
<u>Lesson 2.4</u> K.CC.6	
<u>Lesson 2.5</u> K.CC.6	<b>Workstations</b> <ul style="list-style-type: none"> <li>• Counting Collections</li> <li>• Board Games</li> <li>• Card Games</li> <li>• Dice Games</li> <li>• Writing/Matching numbers</li> <li>Building number towers</li> </ul>
	<b>Partner Games</b> <ul style="list-style-type: none"> <li>• Games listed in prior chapter</li> <li>• Take-Away Stories</li> <li>Take the Difference</li> </ul>
	<b>Investigations</b> <ul style="list-style-type: none"> <li>• Previously listed</li> <li>• <a href="#">Staircases</a></li> <li><a href="#">Peas and Carrots</a></li> </ul>
	<b>Problem Types</b> <ul style="list-style-type: none"> <li>• Any addition/subtraction situations may be posed</li> <li>Any problem within 5</li> </ul>

## Chapter 2 - Additional Resources - Continued

### Number Talks

Focus:

- Mental Math
- Student Thinking
- Dot Cards
- Continue w/dot cards to build skill in conceptual subitizing
- Ask questions related to # of dot cards and 1 less, 2 less.

Ten Frames:

- Build idea of 10
- Ways to make 10
- How many more to make 10

When possible, use Number Talks that match numbers and situations in the math lesson.

### Literature

More, Fewer, Less by Tana Hoban

### Assessment Options

- Go Math! Assessment Options:** Show What You Know Diagnostic Assessment; Mid-Chapter Checkpoint; Quick Checks; Portfolio Assessment; Chapter 2 Review/Test; Chapter 2 Test; Diagnostic Interview Assessment; Soar to Success; Standards Practice Pages.
- Daily/Weekly Formative Assessment Options:** Exit Slips, Observation, Daily Work, Homework.

Chapter 3	Kindergarten	Quarter 1	Approx. 12 days	Oct. 21 – Nov. 5
<b>Domain:</b> Counting and Cardinality				K.CC
<b>Cluster:</b> Know number names and the count sequence.				
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).				
<b>Cluster:</b> Count to tell the number of objects.				
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.				
<b>Cluster:</b> Compare numbers.				
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. <sup>1</sup>				
<sup>1</sup> Include groups with up to ten objects.				
Math Content Objectives	Vocabulary	Teacher’s Resources and Notes		
<p>I can:</p> <p><b>K.CC.3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write numbers.</li> <li><input type="checkbox"/> Count objects and write the number. <ul style="list-style-type: none"> <li>(Up to 9 - 1<sup>st</sup> Quarter)</li> <li>(Up to 10 - 2<sup>nd</sup> Quarter)</li> <li>(Up to 20 - 3<sup>rd</sup> Quarter)</li> </ul> </li> </ul> <p><b>K.CC.5</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Count and tell “How Many?” are in a group. <ul style="list-style-type: none"> <li>Arrangements - Linear, Array or Circle <ul style="list-style-type: none"> <li>(Up to 9 - 1<sup>st</sup> Quarter)</li> <li>(Up to 10 - 2<sup>nd</sup> Quarter)</li> <li>(Up to 20 - 3<sup>rd</sup> Quarter)</li> </ul> </li> <li>Arrangement – Scattered <ul style="list-style-type: none"> <li>(Up to 9 - 1<sup>st</sup> Quarter)</li> <li>(Up to 10 - 2<sup>nd</sup> Quarter)</li> <li>(Up to 10 - 2<sup>nd</sup> Quarter)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> and</li> <li><input type="checkbox"/> count</li> <li><input type="checkbox"/> decompose</li> <li><input type="checkbox"/> digit</li> <li><input type="checkbox"/> eight</li> <li><input type="checkbox"/> greater than</li> <li><input type="checkbox"/> less than</li> <li><input type="checkbox"/> match</li> <li><input type="checkbox"/> more</li> <li><input type="checkbox"/> nine</li> <li><input type="checkbox"/> number</li> <li><input type="checkbox"/> number pair</li> <li><input type="checkbox"/> numeral</li> <li><input type="checkbox"/> object</li> <li><input type="checkbox"/> row</li> <li><input type="checkbox"/> seven</li> <li><input type="checkbox"/> six</li> </ul>			

## Chapter 3 (continued)

Math Content Objectives	Vocabulary	Teacher's Resources and Notes
<p><b>K.C.C.5 (Continued)</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Show a number with objects. (Up to 9 - 1<sup>st</sup> Quarter) (Up to 10 - 2<sup>nd</sup> Quarter) (Up to 20 - 3<sup>rd</sup> Quarter)</li></ul> <p><b>K.C.C.6</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Tell if one group is greater than, less than, or equal to another group. (Up to 5 - 1<sup>st</sup> Quarter) (Up to 10 - 2<sup>nd</sup> Quarter)</li></ul> <p>Key Concepts for Differentiation - See p. 8.</p>		
<b>Math Language Objectives</b>		
<p><i>[Note: The following language objectives must be written in student-friendly terms, adapted to specific lessons, and aligned with the language needs of students.]</i></p> <p><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Ask and answer questions about key details in a math text.</li><li><input type="checkbox"/> Describe the connection between ideas or information in a math text.</li><li><input type="checkbox"/> Ask and answer questions about unknown math words in a text.</li><li><input type="checkbox"/> Describe the relationship between pictures and text.</li><li><input type="checkbox"/> Identify basic similarities and differences between images and texts on the same math topic.</li><li><input type="checkbox"/> Engage in group reading activities of math texts.</li></ul>		

## Chapter 3 (continued)

Math Language Objectives	Vocabulary	Teacher's Resources and Notes
<p><b>Writing Standards</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose opinion pieces on math topics.</li><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose explanatory texts, providing some information on a math topic.</li><li><input type="checkbox"/> Use digital tools to produce math writing and collaborate with others.</li><li><input type="checkbox"/> Participate in math writing projects.</li></ul> <p><b>Speaking and Listening Standards</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Participate in collaborative conversations about math topics.</li><li><input type="checkbox"/> Ask and answer questions about key details or information presented orally or through other media.</li><li><input type="checkbox"/> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li><li><input type="checkbox"/> Add drawings to math descriptions to provide detail.<ul style="list-style-type: none"><li><input type="checkbox"/> Speak audibly and express math ideas clearly.</li></ul></li></ul>		

Go Math! Common Core Alignment	Chapter 3 – Additional Resources
<u>Lesson 3.1</u> K.CC.5	<u>Model and Count 6-9</u> Van de Walle, John A., <u>Elementary and Middle School Mathematics</u> -pages 127-128 <b>Toy Theater - How Many - Game</b> - <a href="http://toytheater.com/how-many.php">http://toytheater.com/how-many.php</a>
<u>Lesson 3.2</u> K.CC.3	<b>UEN - "Recognizing Numerals and Numbers" Lesson</b> - <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=10568">http://www.uen.org/Lessonplan/preview.cgi?LPid=10568</a> <b>UEN - "Writing Numerals" Lesson</b> - <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=10571">http://www.uen.org/Lessonplan/preview.cgi?LPid=10571</a>
<u>Lesson 3.3</u> K.CC.5	<b>Education Place - eManipulatives Connecting Cubes</b> - <a href="http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.html&amp;filename=connectingcubes&amp;title=Connecting%20Cubes&amp;grade=K">http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.html&amp;filename=connectingcubes&amp;title=Connecting%20Cubes&amp;grade=K</a>
<u>Lesson 3.4</u> K.CC.3	<b>Workstations</b> <ul style="list-style-type: none"> <li>• Counting Collections</li> <li>• Board Games</li> </ul>
<u>Lesson 3.5</u> K.CC.5	<ul style="list-style-type: none"> <li>• Card Games</li> <li>• Dice Games</li> </ul>
<u>Lesson 3.6</u> K.CC.3	<ul style="list-style-type: none"> <li>• Writing/Matching numbers</li> <li>• Building number towers</li> </ul>
<u>Lesson 3.7</u> K.CC.5	<b>Partner Games</b> <ul style="list-style-type: none"> <li>• Games listed in prior chapter</li> <li>• Fill Up Ten, and Then Again to 30</li> </ul>
<u>Lesson 3.8</u> K.CC.3	<b>Investigations</b> <ul style="list-style-type: none"> <li>• On and Off</li> </ul>
<u>Lesson 3.9</u> K.CC.6	<ul style="list-style-type: none"> <li>• Counters in a Cup</li> <li>• Counting Jar</li> </ul>

Chapter 3 - Additional Resources - Continued

Literature

Let's Go Visiting by Sue Williams

**Assessment Options**

- Go Math! Assessment Options:** Show What You Know Diagnostic Assessment; Mid-Chapter Checkpoint; Quick Checks; Portfolio Assessment; Chapter 3 Review/Test; Chapter 3 Test; Diagnostic Interview Assessment; Soar to Success; Standards Practice Pages.
- Daily/Weekly Formative Assessment Options:** Exit Slips, Observation, Daily Work, Homework.

Chapter 4	Kindergarten	Quarter 2	Approx. 10 days	Nov. 10 – Nov. 21
<b>Domain:</b> Counting and Cardinality				K.CC
<p><b>Cluster:</b> Know number names and the count sequence.</p> <p>2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>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).</p> <p><b>Cluster:</b> Count to tell the number of objects.</p> <p>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.</p> <p><b>Cluster:</b> Compare numbers.</p> <p>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.<sup>1</sup></p> <p><sup>1</sup>Include groups with up to ten objects.</p> <p>7. Compare two numbers between 1 and 10 presented as written numerals.</p>				
<b>Domain:</b> Operations and Algebraic Thinking				K.OA
<p><b>Cluster:</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p>				
Math Content Objectives	Vocabulary		Teacher’s Resources and Notes	
<p>I can:</p> <p><u>K.CC.2</u></p> <p><input type="checkbox"/> Count forward from any number.</p> <p><u>K.CC.3</u></p> <p><input type="checkbox"/> Write numbers.</p> <p>◦ Count objects and write the number.        (Up to 9 - 1<sup>st</sup> Quarter)        (Up to 10 - 2<sup>nd</sup> Quarter)        (Up to 20 - 3<sup>rd</sup> Quarter)</p>	<p><input type="checkbox"/> and</p> <p><input type="checkbox"/> compare</p> <p><input type="checkbox"/> count</p> <p><input type="checkbox"/> decompose</p> <p><input type="checkbox"/> digit</p> <p><input type="checkbox"/> eight</p> <p><input type="checkbox"/> equal</p> <p><input type="checkbox"/> fewer</p> <p><input type="checkbox"/> five</p> <p><input type="checkbox"/> four</p> <p><input type="checkbox"/> greater than</p> <p><input type="checkbox"/> larger</p> <p><input type="checkbox"/> less than</p>			

## Chapter 4 (continued)

Math Content Objectives	Vocabulary	Teacher's Resources and Notes
<p><b><u>K.CC.5</u></b>            ◦ Count and tell "How Many?" are in a group.                Arrangements - Linear, Array or Circle                (Up to 9 - 1<sup>st</sup> Quarter)                (Up to 10 - 2<sup>nd</sup> Quarter)                (Up to 20 - 3<sup>rd</sup> Quarter)</p> <p>    Arrangement – Scattered                (Up to 9 - 1<sup>st</sup> Quarter)                (Up to 10 - 2<sup>nd</sup> Quarter)                (Up to 10 - 2<sup>nd</sup> Quarter)</p> <p><input type="checkbox"/> Show a number with objects.                (Up to 9 - 1<sup>st</sup> Quarter)                (Up to 10 - 2<sup>nd</sup> Quarter)                (Up to 20 - 3<sup>rd</sup> Quarter)</p> <p><b><u>K.CC.6</u></b>            ◦ Tell if one group is greater than, less than, or equal to another group.                (Up to 5 - 1<sup>st</sup> Quarter)                (Up to 10 - 2<sup>nd</sup> Quarter)</p> <p><b><u>K.CC.7</u></b>            ◦ Compare two written numbers and find the one that is greater.            ◦ Compare two written numbers and find the one that is less.                (Numbers 1-5 - 1<sup>st</sup> Quarter)                (Numbers 1-10 - 2<sup>nd</sup> Quarter)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> make ten</li> <li><input type="checkbox"/> match</li> <li><input type="checkbox"/> more</li> <li><input type="checkbox"/> nine</li> <li><input type="checkbox"/> number</li> <li><input type="checkbox"/> number pair</li> <li><input type="checkbox"/> numeral</li> <li><input type="checkbox"/> object</li> <li><input type="checkbox"/> one</li> <li><input type="checkbox"/> same</li> <li><input type="checkbox"/> seven</li> <li><input type="checkbox"/> six</li> <li><input type="checkbox"/> ten</li> <li><input type="checkbox"/> three</li> <li><input type="checkbox"/> two</li> </ul>	

Chapter 4 (continued)

Math Content Objectives	Vocabulary	Teacher's Resources and Notes
<p><u>K.OA.4</u> ⌄ Show how to make ten starting at a smaller number. <input type="checkbox"/> Show an answer with a drawing. <input type="checkbox"/> Write an answer with an equation.</p> <p>⌄ Key Concepts for Differentiation - See p. 8.</p>		
Math Language Objectives		
<p><i>[Note: The following language objectives must be written in student-friendly terms, adapted to specific lessons, and aligned with the language needs of students.]</i></p> <p><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Ask and answer questions about key details in a math text.</li><li><input type="checkbox"/> Describe the connection between ideas or information in a math text.</li><li><input type="checkbox"/> Ask and answer questions about unknown math words in a text.</li><li><input type="checkbox"/> Describe the relationship between pictures and text.</li><li><input type="checkbox"/> Identify basic similarities and differences between images and texts on the same math topic.</li><li><input type="checkbox"/> Engage in group reading activities of math texts.</li></ul>		

## Chapter 4 (continued)

Math Language Objectives	Vocabulary	Teacher's Resources and Notes
<p><b>Writing Standards</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose opinion pieces on math topics.</li><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose explanatory texts, providing some information on a math topic.</li><li><input type="checkbox"/> Use digital tools to produce math writing and collaborate with others.</li><li><input type="checkbox"/> Participate in math writing projects.</li></ul> <p><b>Speaking and Listening Standards</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Participate in collaborative conversations about math topics.</li><li><input type="checkbox"/> Ask and answer questions about key details or information presented orally or through other media.</li><li><input type="checkbox"/> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li><li><input type="checkbox"/> Add drawings to math descriptions to provide detail.<ul style="list-style-type: none"><li><input type="checkbox"/> Speak audibly and express math ideas clearly.</li></ul></li></ul>		

Go Math! Common Core Alignment	Chapter 4 – Additional Resources
<u>Lesson 4.1</u> K.CC.5	<u>Model and Count to 10</u> Van de Walle, John A., <u>Elementary and Middle School Mathematics</u> -pages 127-128 <b>Fun 4 The Brain - Big Sea Count - Counting Game</b> - <a href="http://www.fun4thebrain.com/preschool/bigseacount.html">http://www.fun4thebrain.com/preschool/bigseacount.html</a>
<u>Lesson 4.2</u> K.CC.3	<b>IXL - Count to 10 - Assessment</b> - <a href="http://www.ixl.com/math/kindergarten/count-to-10">http://www.ixl.com/math/kindergarten/count-to-10</a> <b>Cookie - What Number Missing - Game</b> - <a href="http://www.cookie.com/kids/games/what-number-missing.html">http://www.cookie.com/kids/games/what-number-missing.html</a> <b>ABCya! - Counting Fish - Game</b> - <a href="http://www.abcya.com/counting_fish.htm">http://www.abcya.com/counting_fish.htm</a>
<u>Lesson 4.3</u> K.OA.4	<b>ABC - Count Us In - Game 11</b> - <a href="http://www.abc.net.au/countusin/games/game11.htm">http://www.abc.net.au/countusin/games/game11.htm</a> <b>Toy Theater - Space Race - Game</b> - <a href="http://toytheater.com/space-race.php">http://toytheater.com/space-race.php</a> <b>Illuminations - Concentration - Interactive Applet</b> - <a href="http://illuminations.nctm.org/ActivityDetail.aspx?ID=73">http://illuminations.nctm.org/ActivityDetail.aspx?ID=73</a>
<u>Lesson 4.4</u> K.CC.2	<b>Illuminations - "Let's Count to Ten" Unit</b> - <a href="http://illuminations.nctm.org/LessonDetail.aspx?ID=L506">http://illuminations.nctm.org/LessonDetail.aspx?ID=L506</a> <b>ABC - Count Us In - Game 7</b> - <a href="http://www.abc.net.au/countusin/games/game7.htm">http://www.abc.net.au/countusin/games/game7.htm</a> <b>UEN - "Recognizing Numerals and Numbers" Lesson</b> - <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=10568">http://www.uen.org/Lessonplan/preview.cgi?LPid=10568</a>
<u>Lesson 4.5</u> K.CC.6	<b>UEN - "Writing Numerals" Lesson</b> - <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=10571">http://www.uen.org/Lessonplan/preview.cgi?LPid=10571</a> <b>Kidport - Numbers - Finding Groups of Things from 1 to 10 - Game</b> - <a href="http://www.kidport.com/GradeK/Math/NumberSense/MathKNumbers.htm">http://www.kidport.com/GradeK/Math/NumberSense/MathKNumbers.htm</a> <b>PBS Kids - Curious George's Busy Day - Flower Garden Game</b> - <a href="http://pbskids.org/curiousgeorge/busyday/flowers/">http://pbskids.org/curiousgeorge/busyday/flowers/</a>
<u>Lesson 4.6</u> K.CC.6	<b>PBS Kids - Curious George's Busy Day - Meatball Launcher Game</b> - <a href="http://pbskids.org/curiousgeorge/busyday/meatballs/">http://pbskids.org/curiousgeorge/busyday/meatballs/</a> <b>PBS Kids - Curious George's Busy Day - Hide and Seek Game</b> - <a href="http://pbskids.org/curiousgeorge/busyday/hideseek/">http://pbskids.org/curiousgeorge/busyday/hideseek/</a> <b>PBS Kids - Curious George - Count Your Chickens Game</b> - <a href="http://pbskids.org/curiousgeorge/games/count_your_chickens/count_your_chickens.html">http://pbskids.org/curiousgeorge/games/count_your_chickens/count_your_chickens.html</a>
<u>Lesson 4.7</u> K.CC.7	<u>Comparing Numbers 1-10</u> Van de Walle, John A., <u>Elementary and Middle School Mathematics</u> - pages 126-127 <b>Inkless Tales - What Number Teacher-Directed Activity</b> - <a href="http://www.inklesstales.com/games/what_number.shtml">http://www.inklesstales.com/games/what_number.shtml</a>

## Chapter 4 - Additional Resources - Continued

### Workstations

- Counting Collections
- Board Games
- Card Games
- Dice Games
- Writing/Matching numbers
- Building number towers

### Partner Games

- Games listed in prior chapter
- Take-Away Stories – use **concrete** items when beginning with this game.

### Literature

A-Counting We will Go by Rozanne Lanczak Williams  
Anno's Counting Book by Mitsumasa Anno  
Big Fat Hen by Keith Baker  
Christmas for 10 by Cathryn Falwell  
Chrysanthemum by Kevin Henkes  
Click, Clack, Splash, Splash by Doreen Cronin  
Count! by Denise Fleming  
Dinner at Panda Palace by Stephanie Calmenson  
Emeka's Gift by Ifeoma Onyefulu  
Every Buddy Counts by Stuart J. Murphy  
Feast for 10 by Cathryn Falwell  
I Hunter by Pat Hutchins  
Just Enough Carrots by Stuart J. Murphy  
Moja Means One: Swahili Counting Book by Muriel Feelings  
Monster Math by Anne Miranda  
Monster Math Picnic by Grace Maccarone  
Mouse Count by Ellen Stoll Walsh  
One Hungry Monster by Susan Heyboer O'Keefe  
One Witch by Laura Leuck  
Over in the Meadow by Olive A. Wadsworth  
Ten Black Dots by Donald Crews  
Ten Flashing Fireflies by Philemon Sturges

### Assessment Options

- Go Math! Assessment Options:** Show What You Know Diagnostic Assessment; Mid-Chapter Checkpoint; Quick Checks; Portfolio Assessment; Chapter 4 Review/Test; Chapter 4 Test; Diagnostic Interview Assessment; Soar to Success; Standards Practice Pages.
- Daily/Weekly Formative Assessment Options:** Exit Slips, Observation, Daily Work, Homework.

Chapter 5	Kindergarten	Quarter 2	Approx. 15 days	Dec. 1 – Dec.19
<b>Domain:</b> Operations and Algebraic Thinking				K.OA
<b>Cluster:</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.				
<p>1. Represent addition and subtraction with objects, fingers, mental images, drawings<sup>2</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><sup>2</sup>Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)</p> <p>2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p>4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>5. Fluently add and subtract within 5.</p>				
Math Content Objectives	Vocabulary		Teacher's Resources and Notes	
<p>I can:</p> <p><b>K.OA.1</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Can add using <u>objects</u>. (Substitute in strategies as they are used: fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, equations.)</li> <li><input type="checkbox"/> Can subtract using <u>objects</u>. (Substitute in strategies as they are used: fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, equations.)</li> </ul> <p><b>K.OA.2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can use objects to solve addition story problems.</li> <li><input type="checkbox"/> Can use drawings to solve addition story problems.</li> <li><input type="checkbox"/> Can use objects to solve subtraction story problems.</li> <li><input type="checkbox"/> Can use drawings to solve subtraction story problems.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> add</li> <li><input type="checkbox"/> addend</li> <li><input type="checkbox"/> and</li> <li><input type="checkbox"/> count on</li> <li><input type="checkbox"/> decompose</li> <li><input type="checkbox"/> eight</li> <li><input type="checkbox"/> equal</li> <li><input type="checkbox"/> equation</li> <li><input type="checkbox"/> expression</li> <li><input type="checkbox"/> five</li> <li><input type="checkbox"/> four</li> <li><input type="checkbox"/> make ten</li> <li><input type="checkbox"/> nine</li> <li><input type="checkbox"/> number pair</li> <li><input type="checkbox"/> object</li> <li><input type="checkbox"/> one</li> <li><input type="checkbox"/> plus</li> </ul>			

## Chapter 5 (continued)

Math Content Objectives	Vocabulary	Teacher's Resources and Notes
<p><b><u>K.OA.3</u></b>                      ◡ Decompose numbers into number pairs.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show number pairs with drawings.</li> <li><input type="checkbox"/> Write number pairs with equations.                      (Up to 5 - 1<sup>st</sup> Quarter)                      (Up to 10 - 2<sup>nd</sup> Quarter)</li> </ul> <p><b><u>K.OA.4</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show how to make ten starting at a smaller number.</li> <li><input type="checkbox"/> Show an answer with a drawing.</li> <li><input type="checkbox"/> Write an answer with an equation.</li> </ul> <p><b><u>K.OA.5</u></b>                      ◡ Add within 5.  <input type="checkbox"/> Subtract within 5.</p> <p>◡ Key Concepts for Differentiation - See p. 8.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> seven</li> <li><input type="checkbox"/> six</li> <li><input type="checkbox"/> sum</li> <li><input type="checkbox"/> ten</li> <li><input type="checkbox"/> three</li> <li><input type="checkbox"/> two</li> </ul>	
Math Language Objectives		
<p><i>[Note: The following language objectives must be written in student-friendly terms, adapted to specific lessons, and aligned with the language needs of students.]</i></p> <p><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and answer questions about key details in a math text.</li> <li><input type="checkbox"/> Describe the connection between ideas or information in a math text.</li> <li><input type="checkbox"/> Ask and answer questions about unknown math words in a text.</li> </ul>		

## Chapter 5 (continued)

Math Language Objectives	Vocabulary	Teacher's Resources and Notes
<p data-bbox="90 228 642 261"><b>Reading Standards for Informational Text (Cont.)</b></p> <ul data-bbox="138 269 688 467" style="list-style-type: none"><li><input type="checkbox"/> Describe the relationship between pictures and text.</li><li><input type="checkbox"/> Identify basic similarities and differences between images and texts on the same math topic.</li><li><input type="checkbox"/> Engage in group reading activities of math texts.</li></ul> <p data-bbox="90 500 296 532"><b>Writing Standards</b></p> <ul data-bbox="138 540 678 841" style="list-style-type: none"><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose opinion pieces on math topics.</li><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose explanatory texts, providing some information on a math topic.</li><li><input type="checkbox"/> Use digital tools to produce math writing and collaborate with others.</li><li><input type="checkbox"/> Participate in math writing projects.</li></ul> <p data-bbox="90 873 478 906"><b>Speaking and Listening Standards</b></p> <ul data-bbox="138 914 688 1279" style="list-style-type: none"><li><input type="checkbox"/> Participate in collaborative conversations about math topics.</li><li><input type="checkbox"/> Ask and answer questions about key details or information presented orally or through other media.</li><li><input type="checkbox"/> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li><li><input type="checkbox"/> Add drawings to math descriptions to provide detail.</li><li><input type="checkbox"/> Speak audibly and express math ideas clearly.</li></ul>		

Go Math! Common Core Alignment	Chapter 5 – Additional Resources
<u>Lesson 5.1</u> K.OA.1	<p><b>Addition to 10</b>            Van de Walle, John A., Elementary and Middle School Mathematics - <a href="#">pages 128-129; 132-138; 151; 170-172</a>  <b>Ambleside Primary School - Number Bonds Machine - Practice</b> - <a href="http://www.amblesideprimary.com/ambleweb/mentalmaths/numberbond.html">http://www.amblesideprimary.com/ambleweb/mentalmaths/numberbond.html</a></p>
<u>Lesson 5.2</u> K.OA.1	<p><b>HMH School Publishers - Adding Bricks - Game</b> - <a href="http://www.harcourtschool.com/activity/adding_bricks_k/">http://www.harcourtschool.com/activity/adding_bricks_k/</a>  <b>HMH – Counting Critters</b> <a href="http://www-">http://www-</a></p>
<u>Lesson 5.3</u> K.OA.1	<p><a href="http://www-">k6.thinkcentral.com/content/hsp/math/hspmath/na/common/mega_math_9780547585062_/megamathcd1/cm/launch.html?strActivityName</a>  <a href="http://www-">=g13_1_2_G&amp;strAssignID=1</a>  <b>HMH – Ways to Make 10- Animated Math Models</b> <a href="http://www-">http://www-</a></p>
<u>Lesson 5.4</u> K.OA.5	<p><a href="http://www-">k6.thinkcentral.com/content/hsp/math/hspmath/go_math_2012/na/grk/amm_9780547664958_/lesson.html?g_iGrade=0&amp;g_iChapter=9</a>  <a href="http://www-">0&amp;g_iLesson=13&amp;strUserID=st1&amp;g_iProduct=5&amp;g_iSection=15</a>  <b>UEN - “More or Less Pigs in the Pen” Lesson</b> - <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=13910">http://www.uen.org/Lessonplan/preview.cgi?LPid=13910</a>  <b>Education Place - Using Symbols to Add - Student Tutorial</b> - <a href="http://eduplace.com/cgi-bin/schtemplate.cgi?template=/math/hmm/models/tm_popup.thtml&amp;grade=1&amp;chapter=2&amp;lesson=3&amp;title=Use+Symbols+to+Add&amp;tm=tmfb0203e">http://eduplace.com/cgi-</a></p>
<u>Lesson 5.5</u> K.OA.4	<p><a href="http://eduplace.com/cgi-bin/schtemplate.cgi?template=/math/hmm/models/tm_popup.k.thtml&amp;grade=K&amp;title=Addition+Facts+Through+10&amp;tm=tmfa0115e">bin/schtemplate.cgi?template=/math/hmm/models/tm_popup.k.thtml&amp;grade=K&amp;title=Addition+Facts+Through+10&amp;tm=tmfa0115e</a>  <b>Education Place - Addition Facts Through Ten - Student Tutorial</b> - <a href="http://eduplace.com/cgi-bin/schtemplate.cgi?template=/math/hmm/models/tm_popup.k.thtml&amp;grade=K&amp;title=Addition+Facts+Through+10&amp;tm=tmfa0115e">http://eduplace.com/cgi-</a></p>
<u>Lesson 5.6</u> K.OA.5	<p><b>HMH School Publishers - Adding Bricks - Game</b> - <a href="http://www.harcourtschool.com/activity/adding_bricks_k/">http://www.harcourtschool.com/activity/adding_bricks_k/</a>  <b>Education Place - eManipulative Number Line</b> - <a href="http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.thtml&amp;filename=nmb1_prim&amp;title=Number%20Line&amp;grade=K">http://www.eduplace.com/cgi-</a></p>
<u>Lesson 5.7</u> K.OA.2	<p><a href="http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.thtml&amp;filename=1cc_prim&amp;title=Counters&amp;grade=K">bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.thtml&amp;filename=nmb1_prim&amp;title=Number%20Line&amp;grade=K</a> <b>Education Place - eManipulatives</b>  <b>Counters</b> - <a href="http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.thtml&amp;filename=1cc_prim&amp;title=Counters&amp;grade=K">http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.thtml&amp;filename=1cc_prim&amp;title=Counters&amp;grade=K</a></p>
<u>Lesson 5.8</u> K.OA.3	<p><b>Workstations</b></p> <ul style="list-style-type: none"> <li>• Counting Collections</li> <li>• Board Games</li> <li>• Card Games</li> <li>• Dice Games</li> </ul>
<u>Lesson 5.9</u> K.OA.3	<ul style="list-style-type: none"> <li>• Writing/Matching numbers</li> <li>• Building number towers</li> <li>• Writing/drawing pictures of number stories.</li> </ul>
<u>Lesson 5.10</u> K.OA.3	<ul style="list-style-type: none"> <li>• Writing/Matching numbers</li> <li>• Building number towers</li> <li>• Writing/drawing pictures of number stories.</li> </ul>
<u>Lesson 5.11</u> K.OA.3	<p><b>Partner Games</b></p> <ul style="list-style-type: none"> <li>• Games listed in prior chapter</li> <li>• Doubles Concentration</li> </ul>
<u>Lesson 5.12</u> K.OA.3	<p>Doubles+1 Concentration</p>

## Chapter 5 - Additional Resources - Continued

### **Problem Types**

Pose a variety of problem types encouraging students to share their thinking problem solving. – make sure students can explain where the numbers are in their model

### **Number Talks**

Focus:

- Mental Math
- Student Thinking
- Dot Cards
- Ten Frames:
- Number Sentences

When possible, use Number Talks that match numbers and situations in the math lesson

### **Literature**

Animals on Board by Stuart J. Murphy

Cat Show by Jayne Harvey

Counting at the Zoo by Laurie Chilek

Fish Eyes: A Book You Can Count On by Lois Ehlert

Math Fables by Greg Tang

More or Less by Rebecca Fjelland Davis

One Guinea Pig Is Not Enough by Kate Duke

### **Assessment Options**

- Go Math! Assessment Options:** Show What You Know Diagnostic Assessment; Mid-Chapter Checkpoint; Quick Checks; Portfolio Assessment; Chapter 5 Review/Test; Chapter 5 Test; Diagnostic Interview Assessment; Soar to Success; Standards Practice Pages.
- Daily/Weekly Formative Assessment Options:** Exit Slips, Observation, Daily Work, Homework.

Chapter 6	Kindergarten	Quarter 2	Approx. 13 days	Jan. 6 – Jan. 23
<b>Domain:</b> Operations and Algebraic Thinking				K.OA
<b>Cluster:</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.				
1. Represent addition and subtraction with objects, fingers, mental images, drawings <sup>2</sup> , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.				
<sup>2</sup> Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)				
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.				
5. Fluently add and subtract within 5.				
Math Content Objectives	Vocabulary	Teacher's Resources and Notes		
<p>I can:</p> <p><u>K.OA.1</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can add using <u>objects</u>. (Substitute in strategies as they are used: fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, equations.)</li> <li><input type="checkbox"/> Can subtract using <u>objects</u>. (Substitute in strategies as they are used: fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, equations.)</li> </ul> <p><u>K.OA.2</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can use objects to solve addition story problems.</li> <li><input type="checkbox"/> Can use drawings to solve addition story problems.</li> <li><input type="checkbox"/> Can use objects to solve subtraction story problems.</li> <li><input type="checkbox"/> Can use drawings to solve subtraction story problems.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> difference</li> <li><input type="checkbox"/> equal</li> <li><input type="checkbox"/> equation</li> <li><input type="checkbox"/> expression</li> <li><input type="checkbox"/> minus</li> <li><input type="checkbox"/> subtract</li> <li><input type="checkbox"/> take away</li> </ul>			

Chapter 6 (continued)

Math Content Objectives	Vocabulary	Teacher's Resources and Notes
<p><b>K.OA.5</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Add within 5.</li><li><input checked="" type="checkbox"/> Subtract within 5.</li></ul> <p>Key Concepts for Differentiation - See p. 8.</p>		
<p><b>Math Language Objectives</b></p>		
<p><i>[Note: The following language objectives must be written in student-friendly terms, adapted to specific lessons, and aligned with the language needs of students.]</i></p> <p><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Ask and answer questions about key details in a math text.</li><li><input type="checkbox"/> Describe the connection between ideas or information in a math text.</li><li><input type="checkbox"/> Ask and answer questions about unknown math words in a text.</li><li><input type="checkbox"/> Describe the relationship between pictures and text.</li><li><input type="checkbox"/> Identify basic similarities and differences between images and texts on the same math topic.</li><li><input type="checkbox"/> Engage in group reading activities of math texts.</li></ul>		

## Chapter 6 (continued)

Math Language Objectives	Vocabulary	Teacher's Resources and Notes
<p><b>Writing Standards</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose opinion pieces on math topics.</li><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose explanatory texts, providing some information on a math topic.</li><li><input type="checkbox"/> Use digital tools to produce math writing and collaborate with others.</li><li><input type="checkbox"/> Participate in math writing projects.</li></ul> <p><b>Speaking and Listening Standards</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Participate in collaborative conversations about math topics.</li><li><input type="checkbox"/> Ask and answer questions about key details or information presented orally or through other media.</li><li><input type="checkbox"/> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li><li><input type="checkbox"/> Add drawings to math descriptions to provide detail.</li><li><input type="checkbox"/> Speak audibly and express math ideas clearly.</li></ul>		

Go Math! Common Core Alignment	Chapter 6 – Additional Resources
<u>Lesson 6.1</u> K.OA.1	<p><b>Subtraction to 10</b>            Van de Walle, John A., <u>Elementary and Middle School Mathematics</u>-- <a href="#">pages 149; 151-153</a>  <b>ICT Games - Soccer Subtraction - Games</b> - <a href="http://www.ictgames.com/soccer_subtraction.html">http://www.ictgames.com/soccer_subtraction.html</a></p>
<u>Lesson 6.2</u> K.OA.1	<p><b>UEN - "Gulping Down Subtraction" Ten Sly Piranhas Lesson</b> - <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=21397">http://www.uen.org/Lessonplan/preview.cgi?LPid=21397</a>  <b>UEN - "Sensational Subtraction Centers" Lesson</b> - <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=16222">http://www.uen.org/Lessonplan/preview.cgi?LPid=16222</a></p>
<u>Lesson 6.3</u> K.OA.1	<p><b>Education Place - Subtraction Facts Through 10 - Student Tutorial</b> - <a href="http://eduplace.com/cgi-bin/schtemplate.cgi?template=/math/hmm/models/tm_popup_k.html&amp;grade=K&amp;title=Subtraction+Facts+Through+10&amp;tm=tmfa0116e">http://eduplace.com/cgi-bin/schtemplate.cgi?template=/math/hmm/models/tm_popup_k.html&amp;grade=K&amp;title=Subtraction+Facts+Through+10&amp;tm=tmfa0116e</a></p>
<u>Lesson 6.4</u> K.OA.5	<p><b>Workstations</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Counting Collections</a> Board/Card/Dice Games</li> <li>• Board Games</li> <li>• Card Games</li> <li>• Dice Games</li> </ul>
<u>Lesson 6.5</u> K.OA.5	<ul style="list-style-type: none"> <li>• Writing/Matching numbers</li> <li>• Building number towers</li> </ul>
<u>Lesson 6.6</u> K.OA.2	<p>Building numbers (base ten)</p>
<u>Lesson 6.7</u> K.OA.2	<p><b>Partner Games</b></p> <ul style="list-style-type: none"> <li>• Games listed in prior chapter</li> <li>• Odd or Even</li> <li>• <a href="#">Ten Frame Subtraction</a></li> <li>• <a href="#">Take Away Stories</a></li> </ul>
	<p><b>Problem Types</b></p> <ul style="list-style-type: none"> <li>• Use a mixture of addition and subtraction problems so students are not learning addition or subtraction in isolation of the other. Don't forget equality symbol and its real meaning.</li> </ul>

## Chapter 6 - Additional Resources - Continued

### Number Talks

Focus:

- Mental Math
- Student Thinking
- Dot Cards
- Ten Frames:
- Number Sentences

When possible, use Number Talks that match numbers and situations in the math lesson

### Literature

Elevator Magic by Stuart J. Murphy

How Many Feet in the Bed by Diane Johnston Hamm

How Many Mice? by Michael Garland

Little Quacks Hide and Seek by Lauren Thompson

Monster Musical Chairs by Stuart J. Murphy

More or Less by Rebecca Fjelland Davis

Pete the Cat and His Four Groovy Buttons by James Dean

Splash! by Ann Jonas

Ten Little Fish by Audrey Wood & Bruce Wood

Ten Sly Piranhas by William Wise

Turtle Splash! Countdown at the Pond by Cathryn Falwell

### Assessment Options

- Go Math! Assessment Options:** Show What You Know Diagnostic Assessment; Mid-Chapter Checkpoint; Quick Checks; Portfolio Assessment; Chapter 6 Review/Test; Chapter 6 Test; Diagnostic Interview Assessment; Soar to Success; Standards Practice Pages.
- Daily/Weekly Formative Assessment Options:** Exit Slips, Observation, Daily Work, Homework.

Chapter 7	Kindergarten	Quarter 3	Approx. 14 days	Jan 26 – Feb. 12
<b>Domain:</b> Counting and Cardinality				K.CC
<b>Cluster:</b> Know number names and the count sequence.				
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).				
<b>Domain:</b> Number and Operations in Base Ten				K.NBT
<b>Cluster:</b> Work with numbers 11–19 to gain foundations for place value.				
1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.				
Math Content Objectives	Vocabulary		Teacher’s Resources and Notes	
<p>I can:</p> <p><b>K.CC.3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write numbers.</li> <li>⌚ Count objects and write the number. <ul style="list-style-type: none"> <li>(Up to 9 - 1<sup>st</sup> Quarter)</li> <li>(Up to 10 - 2<sup>nd</sup> Quarter)</li> <li>(Up to 20 - 3<sup>rd</sup> Quarter)</li> </ul> </li> </ul> <p><b>K.NBT.1</b></p> <ul style="list-style-type: none"> <li>⌚ Make numbers 11-19 with ten ones and some more ones.</li> <li>⌚ Take apart numbers 11–19 to show ten ones and some more ones.</li> <li><input type="checkbox"/> Draw a picture to show ten ones and some more ones.</li> <li><input type="checkbox"/> Write an equation to show ten ones and some more ones.</li> </ul> <p>⌚ Key Concepts for Differentiation - See p. 8.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> and</li> <li><input type="checkbox"/> compose</li> <li><input type="checkbox"/> decompose</li> <li><input type="checkbox"/> digit</li> <li><input type="checkbox"/> eighteen</li> <li><input type="checkbox"/> eleven</li> <li><input type="checkbox"/> equal</li> <li><input type="checkbox"/> equation</li> <li><input type="checkbox"/> fifteen</li> <li><input type="checkbox"/> fourteen</li> <li><input type="checkbox"/> make ten</li> <li><input type="checkbox"/> nineteen</li> <li><input type="checkbox"/> number</li> <li><input type="checkbox"/> number pair</li> <li><input type="checkbox"/> numeral</li> <li><input type="checkbox"/> ones</li> <li><input type="checkbox"/> seventeen</li> <li><input type="checkbox"/> sixteen</li> <li><input type="checkbox"/> ten</li> <li><input type="checkbox"/> thirteen</li> <li><input type="checkbox"/> twelve</li> </ul>			

## Chapter 7 (continued)

Math Language Objectives	Vocabulary	Teacher's Resources and Notes
<p data-bbox="88 228 699 321"><i>[Note: The following language objectives must be written in student-friendly terms, adapted to specific lessons, and aligned with the language needs of students.]</i></p> <p data-bbox="88 354 558 386"><b>Reading Standards for Informational Text</b></p> <ul data-bbox="138 391 693 797" style="list-style-type: none"><li><input type="checkbox"/> Ask and answer questions about key details in a math text.</li><li><input type="checkbox"/> Describe the connection between ideas or information in a math text.</li><li><input type="checkbox"/> Ask and answer questions about unknown math words in a text.</li><li><input type="checkbox"/> Describe the relationship between pictures and text.</li><li><input type="checkbox"/> Identify basic similarities and differences between images and texts on the same math topic.</li><li><input type="checkbox"/> Engage in group reading activities of math texts.</li></ul> <p data-bbox="88 829 296 862"><b>Writing Standards</b></p> <ul data-bbox="138 867 680 1170" style="list-style-type: none"><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose opinion pieces on math topics.</li><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose explanatory texts, providing some information on a math topic.</li><li><input type="checkbox"/> Use digital tools to produce math writing and collaborate with others.</li><li><input type="checkbox"/> Participate in math writing projects.</li></ul>		

Chapter 7 (continued)

Math Language Objectives	Vocabulary	Teacher's Resources and Notes
<p>Speaking and Listening Standards</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Participate in collaborative conversations about math topics.</li><li><input type="checkbox"/> Ask and answer questions about key details or information presented orally or through other media.</li><li><input type="checkbox"/> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li><li><input type="checkbox"/> Add drawings to math descriptions to provide detail.</li><li><input type="checkbox"/> Speak audibly and express math ideas clearly.</li></ul>		

Go Math! Common Core Alignment	Chapter 7 – Additional Resources
<u>Lesson 7.1</u> K.NBT.1	<u>Model and Count 11-19</u> Van de Walle, John A., <u>Elementary and Middle School Mathematics</u> -- <a href="#">pages 138-139</a>
<u>Lesson 7.2</u> K.CC.3	<u>UEN - "Recognizing Numerals and Numbers" Lesson</u> - <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=10568">http://www.uen.org/Lessonplan/preview.cgi?LPid=10568</a> <u>UEN - "Writing Numerals" Lesson</u> - <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=10571">http://www.uen.org/Lessonplan/preview.cgi?LPid=10571</a> <u>UEN - "Numbers Through the Year" Lesson</u> - <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=21365">http://www.uen.org/Lessonplan/preview.cgi?LPid=21365</a>
<u>Lesson 7.3</u> K.NBT.1	<u>Education Place - eManipulatives Counters</u> - <a href="http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.html&amp;filename=1cc_prim&amp;title=Counters&amp;grade=K">http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.html&amp;filename=1cc_prim&amp;title=Counters&amp;grade=K</a>
<u>Lesson 7.4</u> K.CC.3	<b>Workstations</b> <ul style="list-style-type: none"> <li>• Counting Collections</li> <li>• Board Games</li> <li>• Card Games</li> <li>• Dice Games</li> <li>• Writing/Matching numbers</li> <li>• Building number towers</li> </ul>
<u>Lesson 7.5</u> K.NBT.1	<ul style="list-style-type: none"> <li>• Comparing numbers – using concrete items</li> </ul>
<u>Lesson 7.6</u> K.CC.3	
<u>Lesson 7.7</u> K.NBT.1	<b>Partner Games</b> <ul style="list-style-type: none"> <li>• Double Compare/ <a href="#">Dbls ten frame riddle</a></li> <li>• Teen Match Up</li> </ul>
<u>Lesson 7.8</u> K.CC.3	<ul style="list-style-type: none"> <li>• Ten Grid Comparing-1st</li> <li>• <a href="#">Teen Number Concentration</a></li> <li>• <a href="#">Eleven Fruits</a></li> </ul>
<u>Lesson 7.9</u> K.NBT.1	<ul style="list-style-type: none"> <li>• <a href="#">Tens and Ones Game</a></li> </ul>
<u>Lesson 7.10</u> K.CC.3	<b>Investigations</b> <ul style="list-style-type: none"> <li>• Previously listed- with the focus numbers being teen numbers</li> </ul>
	<b>Problem Types</b> Students may not be ready to move into the teen numbers, offer number choices that students need to progress in their own thinking.

## Chapter 7 - Additional Resources - Continued

### Number Talks

Focus:

- Mental Math
- Student Thinking
- Dot Cards
- Ten Frames:
  
- Number Sentences

When possible, use Number Talks that match numbers and situations in the math lesson

### Literature

Bears at the Beach: Counting 10 - 20 by Niki Yektai

Count and See by Tana Hoban

Counting is for the Birds by Frank Mazzola, Jr.

Dragon Naps by Lynne Bertrand

The Handmade Counting Book by Laura Rankin

Monster Munches by Laura Numeroff

Teeth, Tails, & Tentacles: An Animal Counting Book by Christopher Wormell

Twelve Days of Christmas by Jan Brett

Twelve Days of Kindergarten by Deborah Lee Rose

### Assessment Options

- Go Math! Assessment Options:** Show What You Know Diagnostic Assessment; Mid-Chapter Checkpoint; Quick Checks; Portfolio Assessment; Chapter 7 Review/Test; Chapter 7 Test; Diagnostic Interview Assessment; Soar to Success; Standards Practice Pages.
- Daily/Weekly Formative Assessment Options:** Exit Slips, Observation, Daily Work, Homework.

Chapter 8	Kindergarten	Quarter 3	Approx. 14 days	Feb. 17 – March 6
<b>Domain:</b> Counting and Cardinality				K.CC
<p><b>Cluster:</b> Know number names and the count sequence.</p> <ol style="list-style-type: none"> <li>Count to 100 by ones and by tens.</li> <li>Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</li> <li>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).</li> </ol> <p><b>Cluster:</b> Count to tell the number of objects.</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Cluster:</b> Compare numbers.</p> <ol style="list-style-type: none"> <li>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.<sup>1</sup></li> </ol> <p><sup>1</sup>Include groups with up to ten objects.</p>				
Math Content Objectives	Vocabulary	Teacher’s Resources and Notes		
<p>I can:</p> <p><u>K.CC.1</u></p> <ul style="list-style-type: none"> <li>Count by ones. <ul style="list-style-type: none"> <li>(Up to 20 - 1<sup>st</sup> Quarter)</li> <li>(Up to 50 - 2<sup>nd</sup> Quarter)</li> <li>(Up to 80 - 3<sup>rd</sup> Quarter)</li> <li>(Up to 100 - 4<sup>th</sup> Quarter)</li> </ul> </li> <li>Count to 100 by tens.</li> </ul> <p><u>K.CC.2</u></p> <ul style="list-style-type: none"> <li>Count forward from any number.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> compare</li> <li><input type="checkbox"/> count</li> <li><input type="checkbox"/> digit</li> <li><input type="checkbox"/> eight</li> <li><input type="checkbox"/> eighteen</li> <li><input type="checkbox"/> eleven</li> <li><input type="checkbox"/> fewer</li> <li><input type="checkbox"/> fifteen</li> <li><input type="checkbox"/> fifty</li> <li><input type="checkbox"/> five</li> <li><input type="checkbox"/> four</li> <li><input type="checkbox"/> fourteen</li> <li><input type="checkbox"/> greater than</li> <li><input type="checkbox"/> larger</li> <li><input type="checkbox"/> less than</li> </ul>			

## Chapter 8 (continued)

Math Content Objectives	Vocabulary	Teacher's Resources and Notes
<p><b><u>K.CC.3</u></b>  <input type="checkbox"/> Write numbers.  <input type="checkbox"/> Count objects and write the number.            (Up to 9 - 1<sup>st</sup> Quarter)            (Up to 10 - 2<sup>nd</sup> Quarter)            (Up to 20 - 3<sup>rd</sup> Quarter)</p> <p><b><u>K.CC.5</u></b>  <input type="checkbox"/> Count and tell "How Many?" are in a group.            Arrangements - Linear, Array or Circle            (Up to 9 - 1<sup>st</sup> Quarter)            (Up to 10 - 2<sup>nd</sup> Quarter)            (Up to 20 - 3<sup>rd</sup> Quarter)             Arrangement - Scattered            (Up to 9 - 1<sup>st</sup> Quarter)            (Up to 10 - 2<sup>nd</sup> Quarter)            (Up to 10 - 2<sup>nd</sup> Quarter)</p> <p><input type="checkbox"/> Show a number with objects.            (Up to 9 - 1<sup>st</sup> Quarter)            (Up to 10 - 2<sup>nd</sup> Quarter)            (Up to 20 - 3<sup>rd</sup> Quarter)</p> <p><b><u>K.CC.6</u></b>  <input type="checkbox"/> Tell if one group is greater than, less than, or equal to another group.            (Up to 5 - 1<sup>st</sup> Quarter)            (Up to 10 - 2<sup>nd</sup> Quarter)</p> <p><input type="checkbox"/> Key Concepts for Differentiation - See p. 8.</p>	<input type="checkbox"/> more <input type="checkbox"/> nine <input type="checkbox"/> nineteen <input type="checkbox"/> number <input type="checkbox"/> numeral <input type="checkbox"/> object <input type="checkbox"/> one <input type="checkbox"/> one hundred <input type="checkbox"/> ones <input type="checkbox"/> seven <input type="checkbox"/> seventeen <input type="checkbox"/> six <input type="checkbox"/> sixteen <input type="checkbox"/> ten <input type="checkbox"/> tens <input type="checkbox"/> thirteen <input type="checkbox"/> three <input type="checkbox"/> twelve <input type="checkbox"/> twenty <input type="checkbox"/> two	

## Chapter 8 (continued)

Math Language Objectives	Vocabulary	Teacher's Resources and Notes
<p data-bbox="90 232 699 321"><i>[Note: The following language objectives must be written in student-friendly terms, adapted to specific lessons, and aligned with the language needs of students.]</i></p> <p data-bbox="90 354 558 386"><b>Reading Standards for Informational Text</b></p> <ul data-bbox="138 391 693 797" style="list-style-type: none"><li><input type="checkbox"/> Ask and answer questions about key details in a math text.</li><li><input type="checkbox"/> Describe the connection between ideas or information in a math text.</li><li><input type="checkbox"/> Ask and answer questions about unknown math words in a text.</li><li><input type="checkbox"/> Describe the relationship between pictures and text.</li><li><input type="checkbox"/> Identify basic similarities and differences between images and texts on the same math topic.</li><li><input type="checkbox"/> Engage in group reading activities of math texts.</li></ul> <p data-bbox="90 829 296 862"><b>Writing Standards</b></p> <ul data-bbox="138 867 678 1170" style="list-style-type: none"><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose opinion pieces on math topics.</li><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose explanatory texts, providing some information on a math topic.</li><li><input type="checkbox"/> Use digital tools to produce math writing and collaborate with others.</li><li><input type="checkbox"/> Participate in math writing projects.</li></ul>		

## Chapter 8 (continued)

Math Language Objectives	Vocabulary	Teacher's Resources and Notes
<p data-bbox="90 228 483 261"><b>Speaking and Listening Standards</b></p> <ul data-bbox="138 266 709 638" style="list-style-type: none"><li data-bbox="138 266 709 331"><input type="checkbox"/> Participate in collaborative conversations about math topics.</li><li data-bbox="138 336 709 428"><input type="checkbox"/> Ask and answer questions about key details or information presented orally or through other media.</li><li data-bbox="138 433 709 526"><input type="checkbox"/> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li><li data-bbox="138 531 709 596"><input type="checkbox"/> Add drawings to math descriptions to provide detail.</li><li data-bbox="138 600 709 638"><input type="checkbox"/> Speak audibly and express math ideas clearly.</li></ul>		

Go Math! Common Core Alignment	Chapter 8 – Additional Resources
<u>Lesson 8.1</u> K.CC.5	<u>Model and Count 20</u> Van de Walle, John A., <a href="#">Elementary and Middle School Mathematics</a> -- <a href="#">pages 128-129</a> <a href="#">Cookie - What Number Missing - Game</a> - <a href="http://www.cookie.com/kids/games/what-number-missing.html">http://www.cookie.com/kids/games/what-number-missing.html</a>
<u>Lesson 8.2</u> K.CC.3	<a href="#">UEN - "Recognizing Numerals and Numbers" Lesson</a> - <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=10568">http://www.uen.org/Lessonplan/preview.cgi?LPid=10568</a> <a href="#">UEN - "Writing Numerals" Lesson</a> - <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=10571">http://www.uen.org/Lessonplan/preview.cgi?LPid=10571</a>
<u>Lesson 8.3</u> K.CC.2	<u>Comparing Numbers to 20</u> Van de Walle, John A., <a href="#">Elementary and Middle School Mathematics</a> -- <a href="#">pages 126-127</a> <a href="#">Inkless Tales - What Number Teacher-Directed Activity</a> - <a href="http://www.inklesstales.com/games/what_number.shtml">http://www.inklesstales.com/games/what_number.shtml</a>
<u>Lesson 8.4</u> K.CC.6	<u>Count by Ones to 100</u> Van de Walle, John A., <a href="#">Elementary and Middle School Mathematics</a> -- <a href="#">pages 188-189</a> <a href="#">HMH School Publishers - Count Along to 100 - Interactive Applet</a> - <a href="http://www.harcourtschool.com/activity/count/index.html">http://www.harcourtschool.com/activity/count/index.html</a> <a href="#">YouTube - Macarena Count to 100 with Dr. Jean - Song</a> - <a href="http://www.youtube.com/watch?v=iGKXZVxAffM&amp;feature=youtu.be">http://www.youtube.com/watch?v=iGKXZVxAffM&amp;feature=youtu.be</a>
<u>Lesson 8.5</u> K.CC.1	<u>Count by Tens to 100</u> Van de Walle, John A., <a href="#">Elementary and Middle School Mathematics</a> -- <a href="#">pages 188-189</a> <a href="#">Education Place - eManipulatives Hundred Chart</a> - <a href="http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.thml&amp;filename=hc&amp;title=Hundred%20Chart&amp;grade=K">http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.thml&amp;filename=hc&amp;title=Hundred%20Chart&amp;grade=K</a>
<u>Lesson 8.6</u> K.CC.1	<p><b>Workstations</b></p> <ul style="list-style-type: none"> <li>Counting Collections</li> <li>Board Games</li> </ul>
<u>Lesson 8.7</u> K.CC.1	<p><b>Partner Games</b></p> <ul style="list-style-type: none"> <li>Games listed in prior chapter</li> <li>Teen Number Concentration</li> </ul>
<u>Lesson 8.8</u> K.CC.1	<p><b>Investigations</b></p> <ul style="list-style-type: none"> <li>May use previously listed Investigation, altering numbers to 20</li> <li>The Counting Jar</li> </ul>

## Chapter 8 - Additional Resources - Continued

### **Problem Types**

Pose problem number sets that will have students grouping in tens. Provide number choices that are appropriate for the student or pair.

### **Number Talks**

Focus:

- Mental Math
- Student Thinking
- Dot Cards
- Ten Frames
- Number Sentences

When possible, use Number Talks that match numbers and situations in the math lesson

### **Literature**

Chicka Chicka 123 by Bill Martin Jr.

Curious George Learns to Count from 1 to 100 by H. A. Rey

From One to One Hundred by Teri Sloat

How Many How Many How Many by Rick Walton

The Icky Bug Counting Book by Jerry Pallotta

Let's Count It Out, Jesse Bear by Nancy White Carlstrom

Miss Bindergarten Celebrates the 100<sup>th</sup> Day of Kindergarten by Joseph Slate

Monster Math by Anne Miranda

One Guinea Pig Is Not Enough by Kate Duke

One Moose, Twenty Mice by Clare Beaton

One...Two...Three...Sassafras! by Stuart J. Murphy

100 Days of Cool by Stuart J. Murphy

100 School Days by Anne Rockwell

One Woolly Wombat by Rod Trinca and Kerry Argent

100<sup>th</sup> Day Worries by Margery Cuyler

The Twelve Days of Kindergarten by Deborah Lee Rose

Twenty is too Many by Kate Duke

### **Assessment Options**

- Go Math! Assessment Options:** Show What You Know Diagnostic Assessment; Mid-Chapter Checkpoint; Quick Checks; Portfolio Assessment; Chapter 8 Review/Test; Chapter 8 Test; Diagnostic Interview Assessment; Soar to Success; Performance Assessment Chapters 1-8; Standards Practice Pages.
- Daily/Weekly Formative Assessment Options:** Exit Slips, Observation, Daily Work, Homework.

Chapter 9	Kindergarten	Quarter 3	Approx. 19 days	March 9 – April 10
<b>Domain:</b> Geometry				K.G
<b>Cluster:</b> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).				
2. Correctly name shapes regardless of their orientations or overall size.				
<b>Cluster:</b> Analyze, compare, create, and compose shapes.				
4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).				
6. Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>				
Math Content Objectives	Vocabulary		Teacher's Resources and Notes	
<p>I can:</p> <p><u>K.G.2</u></p> <p><input type="checkbox"/> Name shapes.</p> <p>☞ Name shapes that are turned in different ways.</p> <p><u>K.G.4</u></p> <p><input type="checkbox"/> Compare two-dimensional and three-dimensional shapes.</p> <p>☞ Tell how shapes are alike or different.</p> <p><u>K.G.6</u></p> <p><input type="checkbox"/> Put shapes together to make new shapes.</p> <p><input type="checkbox"/> Put shapes together to make bigger shapes.</p> <p>☞ Key Concepts for Differentiation - See p. 8.</p>	<p><input type="checkbox"/> alike</p> <p><input type="checkbox"/> attribute</p> <p><input type="checkbox"/> circle</p> <p><input type="checkbox"/> compare</p> <p><input type="checkbox"/> compose</p> <p><input type="checkbox"/> curve</p> <p><input type="checkbox"/> different</p> <p><input type="checkbox"/> flat</p> <p><input type="checkbox"/> hexagon</p> <p><input type="checkbox"/> rectangle</p> <p><input type="checkbox"/> same</p> <p><input type="checkbox"/> shape</p> <p><input type="checkbox"/> side</p> <p><input type="checkbox"/> sides of equal length</p> <p><input type="checkbox"/> sort</p> <p><input type="checkbox"/> square</p> <p><input type="checkbox"/> triangle</p> <p><input type="checkbox"/> two-dimensional shape</p> <p><input type="checkbox"/> vertex (plural - vertices; "corners")</p>			

## Chapter 9 (continued)

Math Language Objectives	Vocabulary	Teacher's Resources and Notes
<p data-bbox="92 232 699 321"><i>[Note: The following language objectives must be written in student-friendly terms, adapted to specific lessons, and aligned with the language needs of students.]</i></p> <p data-bbox="92 354 558 383"><b>Reading Standards for Informational Text</b></p> <ul data-bbox="138 391 693 797" style="list-style-type: none"><li><input type="checkbox"/> Ask and answer questions about key details in a math text.</li><li><input type="checkbox"/> Describe the connection between ideas or information in a math text.</li><li><input type="checkbox"/> Ask and answer questions about unknown math words in a text.</li><li><input type="checkbox"/> Describe the relationship between pictures and text.</li><li><input type="checkbox"/> Identify basic similarities and differences between images and texts on the same math topic.</li><li><input type="checkbox"/> Engage in group reading activities of math texts.</li></ul> <p data-bbox="92 829 296 859"><b>Writing Standards</b></p> <ul data-bbox="138 867 678 1170" style="list-style-type: none"><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose opinion pieces on math topics.</li><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose explanatory texts, providing some information on a math topic.</li><li><input type="checkbox"/> Use digital tools to produce math writing and collaborate with others.</li><li><input type="checkbox"/> Participate in math writing projects.</li></ul>		

## Chapter 9 (continued)

Math Language Objectives	Vocabulary	Teacher's Resources and Notes
<p data-bbox="92 232 478 261"><b>Speaking and Listening Standards</b></p> <ul data-bbox="138 269 705 634" style="list-style-type: none"><li data-bbox="138 269 705 331"><input type="checkbox"/> Participate in collaborative conversations about math topics.</li><li data-bbox="138 337 705 428"><input type="checkbox"/> Ask and answer questions about key details or information presented orally or through other media.</li><li data-bbox="138 435 705 526"><input type="checkbox"/> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li><li data-bbox="138 532 705 594"><input type="checkbox"/> Add drawings to math descriptions to provide detail.</li><li data-bbox="138 600 705 634"><input type="checkbox"/> Speak audibly and express math ideas clearly.</li></ul>		

Go Math! Common Core Alignment	Chapter 9 – Additional Resources
<u>Lesson 9.1</u> K.G.2	<p><b>Identifying 2-Dimensional Shapes (Circle, Triangle, Square, Rectangle, Hexagon)</b>            Van de Walle, John A., <u>Elementary and Middle School Mathematics</u>- pages 400-402; 404-405; 410-412  <b>Kiz Club - Shapes - Student Tutorial</b> - <a href="http://www.kizclub.com/storytime/shapes/triangle.html">http://www.kizclub.com/storytime/shapes/triangle.html</a>  <b>Story Place - I Spy Shapes - Practice Activity</b> - <a href="http://www.storyplace.org/preschool/activities/shapesonact.asp">http://www.storyplace.org/preschool/activities/shapesonact.asp</a>  <b>Story Place - Story of Shapes - Online Story</b> - <a href="http://www.storyplace.org/preschool/activities/shapesonstory.asp">http://www.storyplace.org/preschool/activities/shapesonstory.asp</a>  <b>UEN - "Triangles, Triangles, Triangles" Lesson</b> - <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=18784">http://www.uen.org/Lessonplan/preview.cgi?LPid=18784</a></p>
<u>Lesson 9.2</u> K.G.4	
<u>Lesson 9.3</u> K.G.2	<p><b>Sorting 2-Dimensional Shapes</b>            Van de Walle, John A., <u>Elementary and Middle School Mathematics</u>- pages 400-402; 404-405; 410-412            HMH Mega Math- Sea Cave Sorting  <b>Education Place - Identify and Sort Basic Plane Shapes - Student Tutorial</b> - <a href="http://eduplace.com/cgi-bin/schtemplate.cgi?template=/math/hmm/models/tm_popup_k.html&amp;grade=K&amp;title=Identify+and+Sort+Basic+Plane+Shapes&amp;tm=tmfa0106e">http://eduplace.com/cgi-bin/schtemplate.cgi?template=/math/hmm/models/tm_popup_k.html&amp;grade=K&amp;title=Identify+and+Sort+Basic+Plane+Shapes&amp;tm=tmfa0106e</a></p>
<u>Lesson 9.4</u> K.G.4	
<u>Lesson 9.5</u> K.G.2	
<u>Lesson 9.6</u> K.G.4	<p><b>Compose Simple Shapes to Form Larger Shapes</b>            Van de Walle, John A., <u>Elementary and Middle School Mathematics</u>- pages 407-408  <b>NLVM - Tangrams - Interactive Applet</b> - <a href="http://nlvm.usu.edu/en/nav/frames_asid_268_g_1_t_3.html?open=activities&amp;from=category_g_1_t_3.html">http://nlvm.usu.edu/en/nav/frames_asid_268_g_1_t_3.html?open=activities&amp;from=category_g_1_t_3.html</a>  <b>PBS Kids - Sid the Science Kid - Game</b> - <a href="http://pbskids.org/sid/shadowshow.html">http://pbskids.org/sid/shadowshow.html</a></p>
<u>Lesson 9.7</u> K.G.2	
<u>Lesson 9.8</u> K.G.4	<p><b>Workstations</b></p> <ul style="list-style-type: none"> <li>• Counting Collections</li> <li>• Board/Card/Dice Games</li> </ul> <p>Building play dough 3D shapes and labeling</p>
<u>Lesson 9.9</u> K.G.2	<p><b>Partner Games</b></p> <ul style="list-style-type: none"> <li>• Games listed in prior chapter</li> <li>• Chart Race</li> </ul> <p>3D shape song: <a href="http://www.youtube.com/watch?v=K9L9I86N-xM">www.youtube.com/watch?v=K9L9I86N-xM</a></p>
<u>Lesson 9.10</u> K.G.4	
<u>Lesson 9.11</u> K.G.4	
<u>Lesson 9.12</u> K.G.6	

**Unit of Study 9 - Additional Resources - Continued**

**Investigations**

- Previously listed
- [Describing 2D Shapes](#)
- [Describing and Comparing 3D shapes](#)
- [Geometry Sentence Frames](#)
- [Pattern Block Barrier Game](#)
- [Barrier Game Grid \(1x3\)Barrier Game Grid \(3x3\)](#)
- [Shapes on the Geoboard](#)
- [3D Shape Sort Cards](#)
- [Playdo Shape Mats](#)

**Literature**

- [Bear in a Square](#) by Stella Blackstone
- [Button Box](#) by Margarete Reed
- [Cat Show](#) by Jayne Harvey
- [Circles](#) by Jan Kottke
- [Circles, Triangles and Squares](#) by Tana Hoban
- [Circus Shapes](#) by Stuart J. Murphy
- [I See Shapes](#) by Marcia Fries
- [Icky Bug Shapes](#) by Jerry Pallotta
- [Mouse Shapes](#) by Ellen Stoll Walsh
- [Rectangles](#) by Jennifer S. Burke
- [The Secret Birthday Message](#) by Eric Carle
- [Shape Spotters](#) by Megan E. Bryant
- [Shapes, Shapes, Shapes](#) by Tana Hoban
- [3 Little Firefighters](#) by Stuart J. Murphy
- [When a Line Bends... a Shape Begins](#) by Rhonda Greene

**Assessment Options**

- Go Math! Assessment Options:** Show What You Know Diagnostic Assessment; Mid-Chapter Checkpoint; Quick Checks; Portfolio Assessment; Chapter 9 Review/Test; Chapter 9 Test; Diagnostic Interview Assessment; Soar to Success; Standards Practice Pages.
- Daily/Weekly Formative Assessment Options:** Exit Slips, Observation, Daily Work, Homework.

Chapter 10	Kindergarten	Quarter 4	Approx. 15 days	April 13 – May 1
<b>Domain:</b> Geometry				K.G.
<b>Cluster:</b> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).				
<ol style="list-style-type: none"> <li>1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</li> <li>2. Correctly name shapes regardless of their orientations or overall size.</li> <li>3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</li> </ol>				
<b>Cluster:</b> Analyze, compare, create, and compose shapes.				
<ol style="list-style-type: none"> <li>4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</li> </ol>				
Math Content Objectives	Vocabulary		Teacher’s Resources and Notes	
<p>I can:</p> <p><u>K.G.1</u>        G Nametheshapesintheworld.        G Usewordstotellwhereashapeislocated.</p> <p><u>K.G.2</u>  <input type="checkbox"/> Name shapes.  <input type="checkbox"/> Name shapes that are turned in different ways.</p> <p><u>K.G.3</u>  <input type="checkbox"/> Tell if a shape is two-dimensional or three-dimensional.</p>	<input type="checkbox"/> above <input type="checkbox"/> behind <input type="checkbox"/> below <input type="checkbox"/> beside <input type="checkbox"/> between <input type="checkbox"/> by <input type="checkbox"/> circle <input type="checkbox"/> cone <input type="checkbox"/> cube <input type="checkbox"/> curved surface <input type="checkbox"/> cylinder <input type="checkbox"/> flat surface <input type="checkbox"/> hexagon <input type="checkbox"/> in front of <input type="checkbox"/> next to <input type="checkbox"/> rectangle <input type="checkbox"/> roll			

## Chapter 10 (continued)

Math Content Objectives	Vocabulary	Teacher's Resources and Notes
<p><b>K.G.4</b></p> <ul style="list-style-type: none"> <li>⌚ Compare two-dimensional and three-dimensional shapes.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Tell how shapes are alike or different.</li> </ul> </li> </ul> <p>⌚Key Concepts for Differentiation - See p. 8.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> shape</li> <li><input type="checkbox"/> slide</li> <li><input type="checkbox"/> solid shape</li> <li><input type="checkbox"/> sort</li> <li><input type="checkbox"/> sphere</li> <li><input type="checkbox"/> square</li> <li><input type="checkbox"/> stack</li> <li><input type="checkbox"/> three-dimensional shape</li> <li><input type="checkbox"/> triangle</li> <li><input type="checkbox"/> two-dimensional shape</li> </ul>	
<p style="text-align: center;"><b>Math Language Objectives</b></p>		
<p><i>[Note: The following language objectives must be written in student-friendly terms, adapted to specific lessons, and aligned with the language needs of students.]</i></p> <p><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and answer questions about key details in a math text.</li> <li><input type="checkbox"/> Describe the connection between ideas or information in a math text.</li> <li><input type="checkbox"/> Ask and answer questions about unknown math words in a text.</li> <li><input type="checkbox"/> Describe the relationship between pictures and text.</li> <li><input type="checkbox"/> Identify basic similarities and differences between images and texts on the same math topic.</li> <li><input type="checkbox"/> Engage in group reading activities of math texts.</li> </ul>		

## Chapter 10 (continued)

Math Language Objectives	Vocabulary	Teacher's Resources and Notes
<p><b>Writing Standards</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose opinion pieces on math topics.</li><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose explanatory texts, providing some information on a math topic.</li><li><input type="checkbox"/> Use digital tools to produce math writing and collaborate with others.</li><li><input type="checkbox"/> Participate in math writing projects.</li></ul> <p><b>Speaking and Listening Standards</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Participate in collaborative conversations about math topics.</li><li><input type="checkbox"/> Ask and answer questions about key details or information presented orally or through other media.</li><li><input type="checkbox"/> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li><li><input type="checkbox"/> Add drawings to math descriptions to provide detail.<ul style="list-style-type: none"><li><input type="checkbox"/> Speak audibly and express math ideas clearly.</li></ul></li></ul>		

Go Math! Common Core Alignment	Chapter 10 – Additional Resources
<u>Lesson 10.1</u> K.G.4	<p><b>Identifying 3-Dimensional Shapes (Cube, Cone, Cylinder, Sphere)</b>            Van de Walle, John A., <i>Elementary and Middle School Mathematics</i> – pages 406-409; 412-413  <b>Math Learning Center – “Geometry: 3-D Shapes” Unit</b> - <a href="http://www.mathlearningcenter.org/media/Bridges_GrK_OnlineSupplement/BKSUP-C1_Geometry3D_0709.pdf">http://www.mathlearningcenter.org/media/Bridges_GrK_OnlineSupplement/BKSUP-C1_Geometry3D_0709.pdf</a>  <b>HMH School Publishers - Solid Figure Factory - Interactive Applet</b> - <a href="http://www.harcourtschool.com/activity/solid_figure_factory/">http://www.harcourtschool.com/activity/solid_figure_factory/</a>  <b>UEN - “Geometric Solids” Lesson</b> - <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=18785">http://www.uen.org/Lessonplan/preview.cgi?LPid=18785</a></p>
<u>Lesson 10.2</u> K.G.2	
<u>Lesson 10.3</u> K.G.2	<p><b>Sorting 2-Dimensional and 3-Dimensional Shapes</b>            Use go math manipulatives</p>
<u>Lesson 10.4</u> K.G.2	<p><b>Positional/Location Words</b>            In, On, and Under <a href="http://www.youtube.com/watch?v=hx8i-Wq_jtc">http://www.youtube.com/watch?v=hx8i-Wq_jtc</a>            The Preposition Dance <a href="http://www.youtube.com/watch?v=9vphZwqus5E">http://www.youtube.com/watch?v=9vphZwqus5E</a></p>
<u>Lesson 10.5</u> K.G.2	<p><b>Education Place - Positional Words - Student Tutorial</b> - <a href="http://eduplace.com/cgi-bin/schtemplate.cgi?template=/math/hmm/models/tm_popup_k.html&amp;grade=K&amp;title=Compare+Attributes+and+Sort+Objects&amp;tm=tmfa0101e">http://eduplace.com/cgi-bin/schtemplate.cgi?template=/math/hmm/models/tm_popup_k.html&amp;grade=K&amp;title=Compare+Attributes+and+Sort+Objects&amp;tm=tmfa0101e</a></p>
<u>Lesson 10.6</u> K.G.3	<p><b>PBS Kids - Which Clifford? - Game</b> - <a href="http://pbskids.org/clifford/games/whichclifford-game.html">http://pbskids.org/clifford/games/whichclifford-game.html</a>  <b>UEN - “Ins and Outs of Tops and Bottoms” Lesson</b> - <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=16188">http://www.uen.org/Lessonplan/preview.cgi?LPid=16188</a></p>
<u>Lesson 10.7</u> K.G.1	<p><b>Workstations</b>  <ul style="list-style-type: none"> <li>Counting Collections</li> <li>Board Games</li> </ul></p>
<u>Lesson 10.8</u> K.G.1	<p><b>Partner Games</b>  <ul style="list-style-type: none"> <li>Games listed in prior chapter</li> </ul></p>
<u>Lesson 10.9</u> K.G.1	<p><b>Investigations</b>  <ul style="list-style-type: none"> <li>Previously listed</li> <li><a href="#">Describing 2D Shapes</a></li> <li><a href="#">Describing and Comparing 3D shapes</a></li> <li><a href="#">Drawing and describing 3D shapes</a></li> <li><a href="http://crisscrossapplesauce.typepad.com/a/6a00e55111563088340168e738a490970c-pi">http://crisscrossapplesauce.typepad.com/a/6a00e55111563088340168e738a490970c-pi</a> - create a similar anchor chart</li> <li><a href="http://crisscrossapplesauce.typepad.com/files/3-d-shapes.pdf">http://crisscrossapplesauce.typepad.com/files/3-d-shapes.pdf</a> - 3D shapes book – after much exploration by students.</li> </ul></p>

**Chapter 10 - Additional Resources - Continued**

Literature  
Block City by Robert Louis Stevenson  
Captain Invincible and the Space Shapes by Stuart J. Murphy  
Cubes, Cones, Cylinders, & Spheres by Tana Hoban  
Each Peach Pear Plum by Janet and Allan Ahlberg  
Jump, Frog, Jump! by Robert Kalan  
Math Counts: Sorting by Henry Arthur Pluckrose  
Rosie's Walk by Pat Hutchins  
Shapes by Henry Arthur Pluckrose  
The Shape of Things by Dayle Ann Dodds  
What's In My Pocket? by Rozanne Lanczak Williams  
Where's That Bone? by Lucille Recht Penner

**Assessment Options**

- Go Math! Assessment Options:** Show What You Know Diagnostic Assessment; Mid-Chapter Checkpoint; Quick Checks; Portfolio Assessment; Chapter 10 Review/Test; Chapter 10 Test; Diagnostic Interview Assessment; Soar to Success; Performance Assessment Chapters 9-10; Standards Practice Pages.
- Daily/Weekly Formative Assessment Options:** Exit Slips, Observation, Daily Work, Homework.

Chapter 11	Kindergarten	Quarter 4	Approx. 10 days	May 4 – May 15
<b>Domain:</b> Measurement and Data				K.MD
<b>Cluster:</b> Describe and compare measurable attributes.				
<p>1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>				
Math Content Objectives	Vocabulary	Teacher’s Resources and Notes		
<p>I can:</p> <p><u>K.MD.1</u></p> <p><input type="checkbox"/> Tell the attributes of an object that can be measured.</p> <p><u>K.MD.2</u></p> <p>α Compare objects by length.</p> <p>α Compare objects by weight.</p> <p><input type="checkbox"/> Measure and compare two objects.</p> <p>α Key Concepts for Differentiation - See p. 8.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> attribute</li> <li><input type="checkbox"/> bigger</li> <li><input type="checkbox"/> compare</li> <li><input type="checkbox"/> heavier</li> <li><input type="checkbox"/> height</li> <li><input type="checkbox"/> length</li> <li><input type="checkbox"/> lighter</li> <li><input type="checkbox"/> longer</li> <li><input type="checkbox"/> same height</li> <li><input type="checkbox"/> same length</li> <li><input type="checkbox"/> same weight</li> <li><input type="checkbox"/> shorter</li> <li><input type="checkbox"/> smaller</li> <li><input type="checkbox"/> taller</li> <li><input type="checkbox"/> weight</li> </ul>			

## Chapter 11 (continued)

Math Language Objectives	Vocabulary	Teacher's Resources and Notes
<p data-bbox="92 233 699 321"><i>[Note: The following language objectives must be written in student-friendly terms, adapted to specific lessons, and aligned with the language needs of students.]</i></p> <p data-bbox="92 354 558 386"><b>Reading Standards for Informational Text</b></p> <ul data-bbox="138 394 693 800" style="list-style-type: none"><li><input type="checkbox"/> Ask and answer questions about key details in a math text.</li><li><input type="checkbox"/> Describe the connection between ideas or information in a math text.</li><li><input type="checkbox"/> Ask and answer questions about unknown math words in a text.</li><li><input type="checkbox"/> Describe the relationship between pictures and text.</li><li><input type="checkbox"/> Identify basic similarities and differences between images and texts on the same math topic.</li><li><input type="checkbox"/> Engage in group reading activities of math texts.</li></ul> <p data-bbox="92 833 296 865"><b>Writing Standards</b></p> <ul data-bbox="138 873 680 1174" style="list-style-type: none"><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose opinion pieces on math topics.</li><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose explanatory texts, providing some information on a math topic.</li><li><input type="checkbox"/> Use digital tools to produce math writing and collaborate with others.</li><li><input type="checkbox"/> Participate in math writing projects.</li></ul>		

## Chapter 11 (continued)

Math Language Objectives	Vocabulary	Teacher's Resources and Notes
<p data-bbox="90 228 480 261"><b>Speaking and Listening Standards</b></p> <ul data-bbox="138 266 705 634" style="list-style-type: none"><li data-bbox="138 266 705 331"><input type="checkbox"/> Participate in collaborative conversations about math topics.</li><li data-bbox="138 336 705 428"><input type="checkbox"/> Ask and answer questions about key details or information presented orally or through other media.</li><li data-bbox="138 433 705 526"><input type="checkbox"/> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li><li data-bbox="138 531 705 596"><input type="checkbox"/> Add drawings to math descriptions to provide detail.</li><li data-bbox="138 600 705 634"><input type="checkbox"/> Speak audibly and express math ideas clearly.</li></ul>		

Go Math! Common Core Alignment	Chapter 11 – Additional Resources
<u>Lesson 11.1</u> K.MD.2	<p><b>Describing Measurable Attributes</b>            Van de Walle, John A., <u>Elementary and Middle School Mathematics</u>-- <a href="#">pages 370-376; 381-383</a>  <a href="#">SoftSchools - Long and Short - Practice</a> - <a href="http://www.softschools.com/measurement/games/long_and_short/">http://www.softschools.com/measurement/games/long_and_short/</a>  <a href="#">SoftSchools - Tall and Short - Practice</a> - <a href="http://www.softschools.com/measurement/games/tall_and_short/">http://www.softschools.com/measurement/games/tall_and_short/</a>  <a href="#">IXL - Compare Size, Weight, Capacity - Assessment</a> - <a href="http://www.ixl.com/math/kindergarten/compare-size-weight-capacity">http://www.ixl.com/math/kindergarten/compare-size-weight-capacity</a>  <a href="#">Story Place - Which is Bigger? - Practice</a> - <a href="http://www.storyplace.org/preschool/activities/bigger.asp">http://www.storyplace.org/preschool/activities/bigger.asp</a>  <a href="#">UEN - "Hunting for 'Measured' Treasure" Lesson</a> - <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=16227">http://www.uen.org/Lessonplan/preview.cgi?LPid=16227</a></p>
<u>Lesson 11.2</u> K.MD.2	
<u>Lesson 11.3</u> K.MD.2	
<u>Lesson 11.4</u> K.MD.2	<p><b>Workstations</b>            • Counting Collections            Board Games</p>
<u>Lesson 11.5</u> K.MD.1	<p><b>Partner Games</b>            • Games listed in prior chapter            • <a href="#">Is it Longer?</a>            • <a href="#">Is it Shorter?</a>            • <a href="#">Comparing Towers</a>            • <a href="#">Which is Heavier?</a>            • <a href="#">Which Weighs More?</a>            • <a href="#">Which is Longer?</a>            • <a href="#">Measurement Sentence Frames Set 1</a>  <a href="#">Measurement Sentence Frames Set 2</a></p> <p><b>Investigations</b>            • Previously listed            KMD1 Students create a measurement book: <a href="http://www.k-5mathteachingresources.com/support-files/whatisheavy.pdf">http://www.k-5mathteachingresources.com/support-files/whatisheavy.pdf</a></p> <p><b>Problem Types</b>            Pose a variety of problem types involving measurement</p>

## Chapter 11 - Additional Resources - Continued

### Number Talks

Focus:

- Mental Math
- Student Thinking
- Dot Cards
- Ten Frames:
- Number Sentences

When possible, use Number Talks that match numbers and situations in the math lesson

### Literature

The Dragon's Scales: A Math Reader by Sarah Albee

Heavy and Light by Joan Chapman

Is it Larger? Is It Smaller? by Tana Hoban

The Long and Short of It by Cheryl Nathan

Math Counts: Weight by Henry Arthur Pluckrose

Mighty Maddie by Stuart J. Murphy

Who's Short? Who's Tall? by Kailee Herbst

### **Assessment Options**

- Go Math! Assessment Options:** Show What You Know Diagnostic Assessment; Mid-Chapter Checkpoint; Quick Checks; Portfolio Assessment; Chapter 11 Review/Test; Chapter 11 Test; Diagnostic Interview Assessment; Soar to Success; Standards Practice Pages.
- Daily/Weekly Formative Assessment Options:** Exit Slips, Observation, Daily Work, Homework.

Chapter 12	Kindergarten	Quarter 4	Approx. 9 days	May 18 – May 29
<b>Domain:</b> Measurement and Data				K.MD
<b>Cluster:</b> Classify objects and count the number of objects in each category.				
3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. <sup>3</sup>				
<sup>3</sup> Limit category counts to be less than or equal to 10.				
Math Content Objectives	Vocabulary		Teacher's Resources and Notes	
<p>I can:</p> <p><b><u>K.MD.3</u></b></p> <ul style="list-style-type: none"> <li>⌚ Classify objects into groups.</li> <li>⌚ Count the number of objects in a group.</li> <li>⌚ Answer questions about the groups.</li> </ul> <p>⌚ Key Concepts for Differentiation - See p. 8.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> alike</li> <li><input type="checkbox"/> category</li> <li><input type="checkbox"/> classify</li> <li><input type="checkbox"/> count</li> <li><input type="checkbox"/> data</li> <li><input type="checkbox"/> different</li> <li><input type="checkbox"/> fewer</li> <li><input type="checkbox"/> graph</li> <li><input type="checkbox"/> more</li> <li><input type="checkbox"/> object</li> <li><input type="checkbox"/> shape</li> <li><input type="checkbox"/> size</li> <li><input type="checkbox"/> sort</li> </ul>			
Math Language Objectives				
<p><i>[Note: The following language objectives must be written in student-friendly terms, adapted to specific lessons, and aligned with the language needs of students.]</i></p> <p><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and answer questions about key details in a math text.</li> <li><input type="checkbox"/> Describe the connection between ideas or information in a math text.</li> <li><input type="checkbox"/> Ask and answer questions about unknown math words in a text.</li> <li><input type="checkbox"/> Describe the relationship between pictures and text.</li> <li><input type="checkbox"/> Identify basic similarities and differences between images and texts on the same math topic.</li> <li><input type="checkbox"/> Engage in group reading activities of math texts.</li> </ul>				

## Chapter 12 (continued)

Math Language Objectives	Vocabulary	Teacher's Resources and Notes
<p><b>Writing Standards</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose opinion pieces on math topics.</li><li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose explanatory texts, providing some information on a math topic.</li><li><input type="checkbox"/> Use digital tools to produce math writing and collaborate with others.</li><li><input type="checkbox"/> Participate in math writing projects.</li></ul> <p><b>Speaking and Listening Standards</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Participate in collaborative conversations about math topics.</li><li><input type="checkbox"/> Ask and answer questions about key details or information presented orally or through other media.</li><li><input type="checkbox"/> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li><li><input type="checkbox"/> Add drawings to math descriptions to provide detail.<ul style="list-style-type: none"><li><input type="checkbox"/> Speak audibly and express math ideas clearly.</li></ul></li></ul>		

Go Math! Common Core Alignment	Chapter 12 – Additional Resources
<u>Lesson 12.1</u> K.MD.3	<p><b>Classify and Count by Color, Shape, and Size</b>            Van de Walle, John A., <u>Elementary and Middle School Mathematics</u> – pages 406; 441-443  <b>PBS Kids - Sid the Science Kid - Sorting Box Activity</b> - <a href="http://pbskids.org/sid/fablab_sortingbox.html">http://pbskids.org/sid/fablab_sortingbox.html</a></p>
<u>Lesson 12.2</u> K.MD.3	<p><b>Chateau Meddybemps - The Pumpkin Patch - Teacher-Led Activity</b> - <a href="http://www.meddybemps.com/halloween/pumpkin03.html">http://www.meddybemps.com/halloween/pumpkin03.html</a>  <b>NLVM - Color, Shape, and Size - Interactive Applet</b> -  <a href="http://nlvm.usu.edu/en/nav/frames_asid_270_g_1_t_3.html?open=instructions&amp;from=category_g_1_t_3.html">http://nlvm.usu.edu/en/nav/frames_asid_270_g_1_t_3.html?open=instructions&amp;from=category_g_1_t_3.html</a></p>
<u>Lesson 12.3</u> K.MD.3	<p><b>PBS Kids - Curious George's Busy Day - Hat Grab Game</b> - <a href="http://pbskids.org/curiousgeorge/busyday/hats/">http://pbskids.org/curiousgeorge/busyday/hats/</a>  <b>PBS Kids - Curious George - I Love Shapes Game</b> - <a href="http://pbskids.org/curiousgeorge/games/i_love_shapes/i_love_shapes.html">http://pbskids.org/curiousgeorge/games/i_love_shapes/i_love_shapes.html</a></p>
<u>Lesson 12.4</u> K.MD.3	<p><b>Workstations</b>  <ul style="list-style-type: none"> <li>Counting Collections</li> <li>Board/Card/Dice Games</li> </ul> </p>
<u>Lesson 12.5</u> K.MD.3	<p><b>Partner Games</b>  <ul style="list-style-type: none"> <li>Games listed in prior chapter</li> <li>Shape Match</li> </ul> </p>
<u>Lesson 12.6</u> K.MD.3	<p><b>Explorations</b>  <ul style="list-style-type: none"> <li>VanDeWalle Activity 7.1 &amp; 7.2</li> </ul> </p>
	<p><b>Number Talks</b>            Focus:  <ul style="list-style-type: none"> <li>Mental Math</li> <li>Student Thinking</li> <li>Dot Cards</li> <li>Ten Frames:</li> <li>Number Sentences</li> </ul> <p>When possible, use Number Talks that match numbers and situations in the math lesson</p> </p>

**Chapter 12 - Additional Resources - Continued**

Literature

The Button Box by Margarete S. Reid  
Grandma's Button Box by Linda Williams Aber  
Gray Rabbits Odd One Out by Alan Baker  
More or Less a Mess by Sheila Keenan

**Assessment Options**

- Go Math! Assessment Options:** Show What You Know Diagnostic Assessment; Mid-Chapter Checkpoint; Quick Checks; Portfolio Assessment; Chapter 12 Review/Test; Chapter 12 Test; Diagnostic Interview Assessment; Soar to Success; Performance Assessment Chapters 11-12; Standards Practice Pages.
- Daily/Weekly Formative Assessment Options:** Exit Slips, Observation, Daily Work, Homework.

# Appendix

## General Website Resources

**Common Core Standards - Official Website** - [www.corestandards.org](http://www.corestandards.org)

**USOE - Common Core Links** - <http://www.schools.utah.gov/core/>

**Arizona Academic Standards - Common Core Explanations and Examples** -

<http://www.azed.gov/standards-practices/mathematics-standards/>

**North Carolina Department of Public Instruction - Common Core Instructional Support Tools** -

<http://www.ncpublicschools.org/docs/acre/standards/common-core-tools/unpacking/math/6th.pdf>

**CORE Academy** - [http://www.schools.utah.gov/curr/main/Core\\_Academy.htm](http://www.schools.utah.gov/curr/main/Core_Academy.htm)

**National Library of Virtual Manipulatives (NLVM)** - <http://nlvm.usu.edu/>

**Illuminations** - <http://illuminations.nctm.org/>

**UEN** - <http://www.uen.org/>

**Van de Walle - Blackline Masters** - [http://wps.ablongman.com/ab\\_vandewalle\\_math\\_6/54/13858/3547876.cw/index.html](http://wps.ablongman.com/ab_vandewalle_math_6/54/13858/3547876.cw/index.html)

**Math Playground** - <http://www.mathplayground.com/>

**FunBrain** - <http://www.funbrain.com/>

**Ask Dr. Math** - <http://mathforum.org/dr.math/>

**Math.com** - <http://www.math.com/>

**Mathwire** - <http://mathwire.com/>

**Math Their Way Assessment** - <http://www.center.edu/NEWSLETTER/cards1-3.pdf>

**Education Place - Math Lingo Review Game** - [http://www.eduplace.com/kids/hmm/swfs/mathlingo\\_gradek.html](http://www.eduplace.com/kids/hmm/swfs/mathlingo_gradek.html)

**Kelly's Kindergarten** - <http://kellyskindergarten.com/>

**Kindergarten Crayons - Blogspot** - <http://kindergartencrayons.blogspot.com/>

**Education Place** - <http://eduplace.com/kids/hmm/>

**K-5 Math Teaching Resources** - <http://www.k-5mathteachingresources.com/%202nd-grade-number-activities.html>

**Fuel the Brain** - <http://www.fuelthebrain.com/Game/>

**CCSSMath** - <http://ccssmath.org/>

**LiveBinder** - <https://lrsdcas.lrsd.org/owa/redir.aspx?C=bed709e69c054fbc98fb5bbdef6bf4d0&URL=http%3a%2f%2fwww.livebinders.com%2fplay%2fplay%2f187117>

**Sample Tasks Common Core-**

<https://lrsdcas.lrsd.org/owa/redir.aspx?C=bed709e69c054fbc98fb5bbdef6bf4d0&URL=http%3a%2f%2fcommoncoremath.wikispaces.com%2fWebsites%2bfor%2bSample%2bTasks>

## Book

**VDW** - Van de Walle, John A., Elementary and Middle School Mathematics, 7<sup>th</sup> Edition, Allyn & Bacon, Boston, 2010. ISBN-13: 978-0-205-57352-3