

**Alpena Montmorency Alcona Educational Service District  
KG Pacing Guide**

**Unit 1: Understand Numbers 1-10  
26-28 Days**

**Math Background:**

- Research - TE p1T-1U
- Background - TE p1V-1NN
- Learning Community - TE p1OO-1QQ

**Learning Path:**

- **Children study the numbers from 1 through 10. They learn to:**
  - use the count sequence (counting).
  - tell what quantity of objects is in a set (cardinality).
  - order numbers.
  - write the numbers from 1 through 5.
  - draw sets of 1, 2, 3, 4, or 5 objects.
  - use objects, their fingers, and pictures to add and subtract in the range of 2-5.
  
- **Children explore and learn to identify these two dimensional shapes:**
  - circles
  - squares
  - rectangles

**Progressions:**

Last year, my students...	In my class, students will...	Next year, my students will...
	<ul style="list-style-type: none"><li>● become fluent in saying the count sequence and count out a given number of objects.</li><li>● Recognize the cardinality of small groups (perceptual subitizing).</li><li>● Understand that the last number said in counting tells the number of objects.</li></ul>	<ul style="list-style-type: none"><li>● use counting-on methods in which a counting word represents a group of objects that are added or subtracted.</li></ul>
	<ul style="list-style-type: none"><li>● compare by matching.</li><li>● act out adding and subtracting situations with objects, their fingers, and math drawings.</li></ul>	<ul style="list-style-type: none"><li>● Add and subtract in comparing situations.</li></ul>

## Big Idea 1: Counting and Cardinality 1-5

- About 7 days. Suggested date of completion: September 17, 2013
- Daily Routine: Counting Tens and Ones (30 min/day)

**Vocabulary:** zero, one, two, three, four, five, arrangement, counting, group, number, Number Parade, partners, scene

### Common Core State Standards for Mathematics [CCSS-M]

**CC.K.CC.4a:** 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.

**CC.K.CC.4b:** 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.

### Common Core Standards of Mathematical Practice [SMPs]

**CC.K-12.MP.1:** Make sense of problems and persevere in solving them.

**CC.K-12.MP.2:** Reason abstractly and quantitatively.

**CC.K-12.MP.3:** Construct viable arguments and critique the reasoning of others.

**CC.K-12.MP.4:** Model with math.

**CC.K-12.MP.5:** Use appropriate tools strategically.

**CC.K-12.MP.6:** Attend to precision.

**CC.K-12.MP.7:** Look for and make use of structure.

**CC.K-12.MP.8:** Look for and express regularity in repeated reasoning.

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
1.1  TE: p1-6	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>count objects in the classroom and in a counting book.</li> </ul> <p><b>Formative Assessment:</b> Ask children to count groups of 1 through 5 items. Children should accurately count, saying one number for each item.</p>	CC.4a CC.4b  SMP 4 SMP 6 SMP 7	AC 1-1 ▲ (NE) AC 1-1 ■ (NE)	
<b>Lesson 1.1 Notes</b>				
1.2  TE: p 7-10	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>identify, order, and count numbers 1 through 5.</li> </ul> <p><b>Formative Assessment:</b> Ask children to make a group of items for a number that you say, using the numbers 1 through 5.</p>	CC.4a CC.4b  SMP 4 SMP 6 SMP 7	AC 1-2 ▲ (NE) AC 1-2 ■ (NE)	
<b>Lesson 1.2 Notes</b>				
1.3  TE p11-14	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>discuss number relationships, and tell and model story problems.</li> </ul> <p><b>Formative Assessment:</b> Ask children to discuss their scenes with groups of 3 and how they know they have drawn groups of 3.</p>	CC.4a CC.4b  SMP 4 SMP 6 SMP 7	AC 1-3 ▲ (NE) AC 1-3 ■ (NE)	

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
	<b>Lesson 1.3 Notes</b>			
1.4  TE p15-18	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>identify from the number word, count, and order numbers 1 through 5.</li> </ul> <p><b>Formative Assessment:</b> Ask children to show a group of 4 tiles. Then have them move the tiles so the group looks different. Ask the children if they still have 4 tiles.</p>	CC.4a CC.4b  SMP 3 SMP 7 SMP 8	AC 1-4 ▲ (NE) AC 1-4 ■ (NE)	
	<b>Lesson 1.4 Notes</b>			
1.5  TE p19-22	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>identify, order, and count numbers 1 through 5 and draw 4 and 5 objects.</li> </ul> <p><b>Formative Assessment:</b> Ask children to draw a group of 4 items. Then have them draw a group of 4 different items. Ask children if both of their groups have 4 items.</p>	CC.4a CC.4b  SMP 6 SMP 7	AC 1-5 ▲ (NE) AC 1-5 ■ (NE)	
	<b>Lesson 1.5 Notes</b>			

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
1.6 TE p23-28	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>count, visualize, and draw 1 through 5 objects.</li> </ul> <p><b>Formative Assessment:</b> Point to a box on the page and ask a child how many objects are drawn there. Encourage the child to confirm the number by counting.</p>	CC.4a CC.4b  SMP 2 SMP 3 SMP 6 SMP 7	SAB p7 (E) SAB p8 (E) AC 1-6 ▲ (NE) AC 1-6 ■ (NE)	
	<b>Lesson 1.6 Notes</b>			

## Big Idea 2: Adding, Subtracting, and Comparing Through 5

- About 7 days. Suggested date of completion: September 24, 2013
- Daily Routine: Counting Tens and Ones (30 min/day)

**Vocabulary:** above, behind, below, beside, circle, compare, corner, flat shape, horizontal, in front of, left, less, longer, more, next to, partners, rectangle, right, shorter, side, square, taller, vertical

### Common Core State Standards for Mathematics [CCSS-M]

**CC.K.CC.4a:** 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.

**CC.K.CC.4b:** 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.

**CC.K.G.1:** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

**CC.K.OA.1:** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**CC.K.CC.2:** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

**CC.K.G.2:** Correctly name shapes regardless of their orientations or overall size

**CC.K.G.5:** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

**CC.K.MD.3:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

### Common Core Standards of Mathematical Practice [SMPs]

**CC.K-12.MP.1:** Make sense of problems and persevere in solving them.

**CC.K-12.MP.2:** Reason abstractly and quantitatively.

**CC.K-12.MP.3:** Construct viable arguments and critique the reasoning of others.

**CC.K-12.MP.4:** Model with math.

**CC.K-12.MP.5:** Use appropriate tools strategically.

**CC.K-12.MP.6:** Attend to precision.

**CC.K-12.MP.7:** Look for and make use of structure.

**CC.K-12.MP.8:** Look for and express regularity in repeated reasoning.

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
1.7  TE p29-32	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>identify from a number word, count, and order the numbers 1 through 5, and draw 1 through 5 objects.</li> <li>add and subtract orally to totals of 2 and 3.</li> </ul> <p><b>Formative Assessment:</b> Ask children to use the square-inch tiles to show adding 3 and 1. Have children say the addition by making sounds to correspond to the tiles they are adding.</p>	CC.2 CC.4a CC.4b OA.1  SMP 6 SMP 7 SMP 8	AC 1-7 ▲ (NE) AC 1-7 ■ (NE)	
	<b>Lesson 1.7 Notes</b>			
1.8  TE p33-38	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>describe circles.</li> <li>add and subtract to 5.</li> </ul> <p><b>Formative Assessment:</b> Ask children to describe a circle and how circles can be the same and different.</p>	G.1 G.2 G.5 CC.4a CC.4b  SMP 1 SMP 4 SMP 7	SAB p11 (E) SAB p12 (E) AC 1-8 ▲ (NE) AC 1-8 ■ (NE)	
	<b>Lesson 1.8 Notes</b>			

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
1.9 TE p39-44	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>identify, order, and compare (two) numbers 1 through 5.</li> </ul> <p><b>Formative Assessment:</b> Have children use the square-inch tiles and the comparing math to show 3 and 1. Ask them to explain in their own words what the display shows.</p>	CC.4a CC.4b CC.6  SMP 4 SMP 7	AC 1-9 ▲ (NE) AC 1-9 ■ (NE)	
<b>Lesson 1.9 Notes</b>				
1.10 TE p45-54	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>identify and classify rectangles by their attributes.</li> </ul> <p><b>Formative Assessment:</b> Ask children to explain why a square is also a rectangle. <i>Possible response: A rectangle has 4 sides and 4 corners. A square has 4 sides and 4 corners; the sides are all the same length.</i></p>	MD.3 G.1 G.2 G.5  SMP 1 SMP 3 SMP 6 SMP 7 SMP 8	SAB p17 (E) SAB p18 (E) AC 1-10 ▲ (NE) AC 1-10 ■ (NE)	
<b>Lesson 1.10 Notes</b>				

### Big Idea 3: Show Numbers 1 Through 10

- About 5 days. Suggested date of completion: October 2, 2013.
- Daily Routine: Counting Tens and Ones (30 min/day)

**Vocabulary:** fewer, group, horizontal, more, pair, vertical

#### Common Core State Standards for Mathematics [CCSS-M]

**CC.K.CC.4a:** 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.

**CC.K.CC.4b:** 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.

**CC.K.OA.1:** Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**CC.K.CC.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).

**CC.K.CC.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.

**CC.K.CC.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>

**CC.K.OA.2:** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

#### Common Core Standards of Mathematical Practice [SMPs]

**CC.K-12.MP.1:** Make sense of problems and persevere in solving them.

**CC.K-12.MP.2:** Reason abstractly and quantitatively.

**CC.K-12.MP.3:** Construct viable arguments and critique the reasoning of others.

**CC.K-12.MP.4:** Model with math.

**CC.K-12.MP.5:** Use appropriate tools strategically.

**CC.K-12.MP.6:** Attend to precision.

**CC.K-12.MP.7:** Look for and make use of structure.

**CC.K-12.MP.8:** Look for and express regularity in repeated reasoning.

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
1.11  TE p55-58	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>identify and order numbers 1 through 10, and count 1 through 10 objects.</li> <li>compare two numbers.</li> </ul> <p><b>Formative Assessment:</b> Have children use the number tiles, centimeter cubes, and the comparing mat to show 6 and 8. Ask them to explain in their own words what the display shows.</p>	CC.4a CC.4b CC.6  SMP 2 SMP 4 SMP 6 SMP 8	AC 1-11 ▲ (NE) AC 1-11 ■ (NE)	
	<b>Lesson 1.11 Notes:</b>			
1.12  TE p59-64	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>identify, order, and count with numbers 1 through 10.</li> <li>compare two numbers.</li> <li>write the numbers 1, 2, and 3.</li> </ul> <p><b>Formative Assessment:</b> Check children’s understanding by asking how they can tell that one number is more than the other just by looking at the comparing math (and not by counting the tiles).</p>	CC.4a CC.4b CC.6  SMP 4 SMP 6	SAB p21 (E) SAB p22 (E) AC 1-12 ▲ (NE) AC 1-12 ■ (NE)	
	<b>Lesson 1.12 Notes:</b>			

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
1.13 TE p65-68	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>identify and order numbers 1 through 10, count 1 through 10 objects, and compare two numbers.</li> </ul> <p><b>Formative Assessment:</b> Point to a group on SAB p23. Ask children questions such as these: How many objects are in this group? Why did you ring (or cross out) this group? Can you sometimes tell how many objects there are without counting? How?</p>	CC.4a CC.4b CC.5 CC.6  SMP 4 SMP 6	SAB p23 (E) SAB p24 (E) AC 1-13 ▲ (NE) AC 1-13 ■ (NE)	
<b>Lesson 1.13 Notes:</b>				
1.14 TE p69-76	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>represent addition and subtraction with fingers.</li> <li>write the numeral 4 and identify groups of 4.</li> </ul> <p><b>Formative Assessment:</b> Have children use either picture on SAB p 28 to tell an addition or subtraction story.</p>	CC.3 CC.4a CC.4b OA.1 OA.2  SMP 2 SMP 4 SMP 5 SMP 6 SMP 8	SAB 25 (E) SAB 26 (E) SAB 27 (E) SAB 28 (E) AC 1-14 ▲ (NE) AC 1-14 ■ (NE)	
<b>Lesson 1.14 Notes:</b>				

## Big Idea 4: Practice Numbers 1 Through 10

- About 4 days. Suggested date of completion: October 8, 2013.
- Daily Routine: Counting Tens and Ones (30 min/day)

**Vocabulary:** alike, diagonal, different, fewer, horizontal, more, order, same, straight line, vertical

### Common Core State Standards for Mathematics [CCSS-M]

**CC.K.CC.4a:** 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.

**CC.K.CC.4b:** 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.

**CC.K.G.1:** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

**CC.K.G.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).

**CC.K.CC.1:** Count to 100 by ones and by tens.

**CC.K.CC.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).

**CC.K.CC.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.

**CC.K.CC.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>

**CC.K.G.2:** Correctly name shapes regardless of their orientations or overall size.

**CC.K.G.3:** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

### Common Core Standards of Mathematical Practice [SMPs]

**CC.K-12.MP.1:** Make sense of problems and persevere in solving them.

**CC.K-12.MP.2:** Reason abstractly and quantitatively.

**CC.K-12.MP.3:** Construct viable arguments and critique the reasoning of others.

**CC.K-12.MP.4:** Model with math.

**CC.K-12.MP.5:** Use appropriate tools strategically.

**CC.K-12.MP.6:** Attend to precision.

**CC.K-12.MP.7:** Look for and make use of structure.

**CC.K-12.MP.8:** Look for and express regularity in repeated reasoning.

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
1.15  TE p77-80	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>• identify, order, and count numbers 1 through 10.</li> <li>• compare two numbers.</li> <li>• identify groups with 1 through 5 items.</li> </ul> <p><b>Formative Assessment:</b> Draw 2 to 5 large dots on pieces of paper. Briefly show a group of dots to the children. Then ask them to say how many dots there are in the group. If some children need to count eh dots, show the group again.</p>	CC.4a CC.4b CC.5 CC.6  SMP 3 SMP 6	SAB p29 (E) SAB p30 (E) AC 1-15 ▲ (NE) AC 1-15 ■ (NE)	
	<b>Lesson 1.15 Notes:</b>			
1.16  TE p81-86	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>• count, write, and draw the numeral 5.</li> <li>• identify groups of 5.</li> </ul> <p><b>Formative Assessment:</b> Draw 0 and 5 large dots on pieces of paper. Show children two of the group and have them identify which group has fewer using the terms <i>more</i> and <i>fewer</i>.</p>	CC.3 CC.4a CC.4b CC.5 CC.6  SMP 2 SMP 6	SAB p31 (E) SAB p32 (E) AC 1-16 ▲ (NE) AC 1-16 ■ (NE)	
	<b>Lesson 1.16 Notes:</b>			

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
1.17 TE p87-90	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>identify, order, and compare (two) numbers 1 through 10.</li> </ul> <p><b>Formative Assessment:</b> As children are connecting the dots, ask what number they are on and what number they will go to next.</p>	CC.1 CC.4a CC.4b CC.6  SMP 4 SMP 6 SMP 7 SMP 8	SAB p33 (E) SAB p34 (E) AC 1-17 ▲ (NE) AC 1-17 ■ (NE)	
	<b>Lesson 1.17 Notes:</b>			
1.18 TE p91-96	Mathematical Practices	G.1 G.2 G.3 G.4  SMP 1-8	SAB p35 (E) SAB p36 (E) AC 1-18 ▲ (NE) AC 1-18 ■ (NE)	
	<b>Lesson 1.18 Notes:</b>			

**Unit 1: Enrichment/Intervention Loop**

- About 3-5 days. Suggested date of completion: October 15, 2013.

## Unit Test Objectives

- 1A Identify, order, and count numbers 1-10.
- 1B Write numbers 1-5.
- 1C Identify circles, squares, and rectangles.

Day 1: Final Formative Assessment - SAB p37-40

Day 2-4: Reteaching Activities - TE p98-100

Day 5: Assessment - Unit 1 Test AG p16-19

**Alpena Montmorency Alcona Educational Service District  
KG Pacing Guide**

**Unit 2: 5-Groups in Numbers 6-10  
28-30 Days**

**Math Background:**

- Research - TE p103S-103T
- Background - TE p103U-103II

**Learning Path:**

- **Children continue to study the numbers from 1 through 10. They:**
  - build on their knowledge to understand the numbers 6-10 as composed of a 5-group and some ones.
  - explore number order.
  - explore the +1 and -1 relationships.
  - explore partners for the numbers 1-10.
- **Children explore and learn the attributes of:**
  - triangles
  - hexagons

## Big Idea 1: Using 5-Groups

- About 6 days. Suggested date of completion: October 23, 2013.
- Daily Routine: Counting Tens and Ones (30 min/day)

**Vocabulary:** 5-group, 5-penny strip, curved, fewer, how many, more, penny, straight

### Common Core State Standards for Mathematics [CCSS-M]

**CC.K.CC.4a:** 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.

**CC.K.OA.1:** Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**CC.K.OA.5:** Fluently add and subtract within 5.

**CC.K.CC.1:** Count to 100 by ones and by tens.

**CC.K.CC.2:** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

**CC.K.CC.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).

**CC.K.CC.4c:** Understand that each successive number name refers to a quantity that is one larger.

**CC.K.CC.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.

**CC.K.CC.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.

**CC.K.OA.2:** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**CC.K.OA.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  $5 = 4 + 1$ ).

### Common Core Standards of Mathematical Practice [SMPs]

**CC.K-12.MP.1:** Make sense of problems and persevere in solving them.

**CC.K-12.MP.2:** Reason abstractly and quantitatively.

**CC.K-12.MP.3:** Construct viable arguments and critique the reasoning of others.

**CC.K-12.MP.4:** Model with math.

**CC.K-12.MP.5:** Use appropriate tools strategically.

**CC.K-12.MP.6:** Attend to precision.

**CC.K-12.MP.7:** Look for and make use of structure.

**CC.K-12.MP.8:** Look for and express regularity in repeated reasoning.

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
2.1	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>find groups of 1 through 10 and identify 5-groups.</li> <li>build concepts of and subitize numbers 1-10 using a Counting Mat.</li> </ul> <p><b>Formative Assessment:</b> Ask children to count groups of 6 through 10 objects. Children should count accurately, saying one number for each object.</p>	CC.2 CC.3 CC.4a CC.4c CC.5  SMP 1 SMP 3 SMP 6	SAB p43 (E) SAB p44 (E) AC 2-1 ▲ (NE) AC 2-1 ■ (NE)	
	<b>Lesson 2.1 Notes:</b>			
2.2	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>identify from the number word, count, and order numbers 1-10.</li> <li>make the numbers 6 through 10 with 5-groups.</li> </ul> <p><b>Formative Assessment:</b> Ask children to name a partner of 6. Encourage children to name as many more partners of 6 as they can.</p>	CC.1 CC.3 CC.5 OA.1 OA.2 OA.3  SMP 1 SMP 2 SMP 7	AC 2-2 ▲ (NE) AC 2-2 ■ (NE)	
	<b>Lesson 2.2 Notes:</b>			

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
2.3	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>identify groups of 6 through 10 objects.</li> </ul> <p><b>Formative Assessment:</b> Point to a row on the page and ask children how many dots are drawn there. Encourage children to confirm the number by counting.</p>	CC.4a CC.5 OA.1  SMP 1 SMP 6 SMP 7	SAB p47 (E) SAB p48 (E) AC 2-3 ▲ (NE) AC 2-3 ■ (NE)	
	<p><b>Lesson 2.3 Notes:</b></p>			
2.4	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>count out and make numbers 6 through 10 with 5-groups.</li> <li>build concepts of and subitize numbers 1-10 using a Counting Mat.</li> </ul> <p><b>Formative Assessment:</b> Ensure that children understand that each 5-group represents 5. Draw a 5-group on the board. Ask children, does showing a 5-group make it easier to see the number? Children should indicate that it is easier because you don't have to count as much. You can start with 5 and count any extras.</p>	CC.5 CC.6 OA.2 OA.5  SMP 3 SMP 5 SMP 6 SMP 7	AC 2-4 ▲ (NE) AC 2-4 ■ (NE)	
	<p><b>Lesson 2.4 Notes:</b></p>			

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
2.5	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>• act out addition and subtraction stories from family experiences.</li> <li>• draw 6 objects and write the numeral 6.</li> </ul> <p><b>Formative Assessment:</b> Ask children to draw a group of objects for a number that you say, using the numbers 6 through 10.</p>	CC.3 CC.5 OA.1 OA.2 OA.3	SAB p51 (E) SAB p52 (E) AC 2-5 ▲ (NE) AC 2-5 ■ (NE)	
	<p><b>Lesson 2.5 Notes:</b></p>			

## Big Idea 2: Addition and Subtraction Stories

- About 7 days. Suggested date of completion: November 6, 2013.
- Daily Routine: Counting Tens and Ones (30 min/day)

**Vocabulary:** after, before, equal (=), fewer, longer, not equal ( $\neq$ ), more, ones, partners, slanted, shorter, straight lines, teens, tens, zero

### Common Core State Standards for Mathematics [CCSS-M]

**CC.K.CC.4a:** 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.

**CC.K.CC.4b:** 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.

**CC.K.OA.5:** Fluently add and subtract within 5.

**CC.K.CC.1:** Count to 100 by ones and by tens.

**CC.K.CC.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).

**CC.K.CC.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.

**CC.K.CC.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.

**CC.K.CC.7:** Compare two numbers between 1 and 10 presented as written numerals.

**CC.K.OA.1:** Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**CC.K.OA.2:** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**CC.K.OA.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  $5 = 4 + 1$ ).

**CC.K.OA.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.

### Common Core Standards of Mathematical Practice [SMPs]

**CC.K-12.MP.1:** Make sense of problems and persevere in solving them.

**CC.K-12.MP.2:** Reason abstractly and quantitatively.

**CC.K-12.MP.3:** Construct viable arguments and critique the reasoning of others.

**CC.K-12.MP.4:** Model with math.

**CC.K-12.MP.5:** Use appropriate tools strategically.

**CC.K-12.MP.6:** Attend to precision.

**CC.K-12.MP.7:** Look for and make use of structure.

**CC.K-12.MP.8:** Look for and express regularity in repeated reasoning.

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
2.6	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>• create addition and subtraction stories.</li> <li>• count and order numbers through 10.</li> </ul> <p><b>Formative Assessment:</b> Write an equation on the board using number 1-5. Have children draw to show the addition.</p>	CC.1 CC.4a OA.1 OA.2 OA.5  SMP 1 SMP 6	SAB p53 (E) SAB p54 (E) AC 2-6 ▲ (NE) AC 2-6 ■ (NE)	
<b>Lesson 2.6 Notes:</b>				
2.7	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>• compare numbers 1 through 10 and identify if they are equal or not equal.</li> <li>• write and represent numbers 1 through 10.</li> </ul> <p><b>Formative Assessment:</b> Write the number 5 on the board. Have a child draw a set of objects to show the number.</p>	CC.1 CC.3 CC.5 CC.6 CC.7 OA.1  SMP 6 SMP 7	SAB p57 (E) SAB p58 (E) AC 2-7 ▲ (NE) AC 2-7 ■ (NE)	
<b>Lesson 2.7 Notes:</b>				
Lesson	Focus	CCSS-M	Additional Resources	Hints

		and <b>SMPs</b>	Essential (E) Non-essential (NE)	
2.8	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>draw 7 objects and write the numeral 7.</li> <li>order numbers 1 through 10.</li> </ul> <p><b>Formative Assessment:</b> Write the number 7 on the board. Have a child draw a set of objects to show the number.</p>	CC.1 CC.3 CC.4a CC.4b CC.5  SMP 1 SMP 6 SMP 7	SAB p59 (E) SAB p60 (E) AC 2-8 ▲ (NE) AC 2-8 ■ (NE)	
	<b>Lesson 2.8 Notes:</b>			
2.9	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>identify from the number word and order numbers 1-10.</li> <li>count out and make groups of 6 through 10 with 5-groups.</li> </ul> <p><b>Formative Assessment:</b> Ask a child to practice writing the numbers 1 through 10 in order.</p>	CC.3 CC.6 CC.7 OA.1 OA.2 OA.5  SMP 2 SMP 3 SMP 5 SMP 6	SAB p61 (E) SAB p62 (E) AC 2-9 ▲ (NE) AC 2-9 ■ (NE)	
	<b>Lesson 2.9 Notes:</b>			
<b>Lesson</b>	<b>Focus</b>	<b>CCSS-M</b>	<b>Additional Resources</b>	<b>Hints</b>

		and <b>SMPs</b>	Essential (E) Non-essential (NE)	
2.10	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>act out math stories for addition, subtraction, and partners.</li> <li>draw 8 objects and write the numeral 8.</li> </ul> <p><b>Formative Assessment:</b> Have a child tell an addition story and draw objects to show their story. Encourage the child to write the numbers in each group.</p>	CC.1 CC.3 CC.4a CC.4b CC.5 OA.1 OA.2 OA.3 OA.4 OA.5  SMP 1 SMP 4 SMP 6	SAB p63 (E) SAB p64 (E) AC 2-10 ▲ (NE) AC 2-10 ■ (NE)	
	<b>Lesson 2.10 Notes:</b>			

### Big Idea 3: Practice Numbers 1 Through 10, the + Pattern

- About 6 days. Suggested date of completion: November 15, 2013.
- Daily Routine: Counting Tens and Ones (30 min/day)

**Vocabulary:** addition sign, altogether, equal sign (=), in total, left, ones, plus sign (+), ten, triangle

#### Common Core State Standards for Mathematics [CCSS-M]

**CC.K.CC.4a:** 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.

**CC.K.CC.4b:** 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.

**CC.K.CC.4c:** Understand that each successive number name refers to a quantity that is one larger.

**CC.K.G.1:** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

**CC.K.G.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).

**CC.K.OA.1:** Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**CC.K.CC.1:** Count to 100 by ones and by tens.

**CC.K.CC.2:** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

**CC.K.CC.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).

**CC.K.CC.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.

**CC.K.OA.2:** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**CC.K.OA.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  $5 = 4 + 1$ ).

**CC.K.OA.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.

**CC.K.MD.3:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.<sup>1</sup>

**CC.K.G.2:** Correctly name shapes regardless of their orientations or overall size.

#### Common Core Standards of Mathematical Practice [SMPs]

**CC.K-12.MP.1:** Make sense of problems and persevere in solving them.

**CC.K-12.MP.2:** Reason abstractly and quantitatively.

**CC.K-12.MP.3:** Construct viable arguments and critique the reasoning of others.

**CC.K-12.MP.4:** Model with math.

**CC.K-12.MP.5:** Use appropriate tools strategically.

**CC.K-12.MP.6:** Attend to precision.

**CC.K-12.MP.7:** Look for and make use of structure.

**CC.K-12.MP.8:** Look for and express regularity in repeated reasoning.

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
2.11	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>• create and solve addition and subtraction stories.</li> <li>• write the numeral 9 and draw 9 objects.</li> </ul> <p><b>Formative Assessment:</b> Write an equation on the board using numbers 1-6. Have children draw to show how many there are <i>in total</i>.</p>	CC.1 CC.3 CC.4a CC.4b OA.1 OA.2  SMP 4 SMP 6	SAB p65 (E) SAB p66 (E) AC 2-11 ▲ (NE) AC 2-11 ■ (NE)	
<b>Lesson 2.11 Notes:</b>				
2.12	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>• build concepts of numbers 1 through 10.</li> <li>• explore the +1 relationship between numbers.</li> </ul> <p><b>Formative Assessment:</b> Ask children to show addition with pennies using the +1 operation.</p>	CC.1 CC.2 CC.3 CC.4c CC.5 OA.1 OA.2 OA.3 OA.4  SMP 4 SMP 6 SMP 7	AC 2-12 ▲ (NE) AC 2-12 ■ (NE)	
<b>Lesson 2.12 Notes:</b>				

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
2.13	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>identify and classify triangles by their attributes.</li> </ul> <p><b>Formative Assessment:</b> What did we learn about triangles? How many sides does a triangle have? How many corners does a triangle have?</p>	MD.3 G.1 G.2 G.4  SMP 1 SMP 4 SMP 6 SMP 7	SAB p69 (E) SAB p70 (E) AC 2-13 ▲ (NE) AC 2-13 ■ (NE)	
<b>Lesson 2.13 Notes:</b>				
2.14	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>build concepts of numbers 1-10.</li> <li>explore the +1 relationship between numbers.</li> </ul> <p><b>Formative Assessment:</b> Write an addition equation on the board using numbers 5-10. Have a child draw to show the addition.</p>	CC.3 CC.4c CC.5 OA.1 OA.2 OA.3	AC 2-14 ▲ (NE) AC 2-14 ■ (NE)	
<b>Lesson 2.14 Notes:</b>				

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
2.15	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>act out addition, subtraction, and partners situation.</li> <li>write the number 10 and draw 10 objects.</li> </ul> <p><b>Formative Assessment:</b> Ask a child to draw 10 object and write the number 10.</p>	CC.1 CC.3 CC.4a CC.4b OA.1 OA.2 OA.5  SMP 1 SMP 6	SAB p71 (E) SAB p72 (E) AC 2-15 ▲ (NE) AC 2-15 ■ (NE)	
	<p><b>Lesson 2.15 Notes:</b></p>			

## Big Idea 4: Numbers 1 Through 10, the - Pattern

- About 6 days. Suggested date of completion: November 27, 2013.
- Daily Routine: Counting Tens and Ones (30 min/day)

**Vocabulary:** different, hexagon, in order, similar, subtract, subtraction sign

### Common Core State Standards for Mathematics [CCSS-M]

**CC.K.CC.4a:** 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.

**CC.K.CC.4c:** Understand that each successive number name refers to a quantity that is one larger.

**CC.K.G.1:** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

**CC.K.G.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).

**CC.K.OA.1:** Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**CC.K.CC.1:** Count to 100 by ones and by tens.

**CC.K.CC.2:** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

**CC.K.CC.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).

**CC.K.CC.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.

**CC.K.CC.7:** Compare two numbers between 1 and 10 presented as written numerals.

**CC.K.OA.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  $5 = 4 + 1$ ).

**CC.K.OA.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.

**CC.K.MD.3:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

### Common Core Standards of Mathematical Practice [SMPs]

**CC.K-12.MP.1:** Make sense of problems and persevere in solving them.

**CC.K-12.MP.2:** Reason abstractly and quantitatively.

**CC.K-12.MP.3:** Construct viable arguments and critique the reasoning of others.

**CC.K-12.MP.4:** Model with math.

**CC.K-12.MP.5:** Use appropriate tools strategically.

**CC.K-12.MP.6:** Attend to precision.

**CC.K-12.MP.7:** Look for and make use of structure.

**CC.K-12.MP.8:** Look for and express regularity in repeated reasoning.

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
2.16	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>• build concepts of numbers 1-10.</li> <li>• explore the -1 relationship between numbers.</li> </ul> <p><b>Formative Assessment:</b> Write the equation <math>8-1=7</math> on the board. Ask a child to show the equation with their fingers. Have the child draw their fingers. Ask the child to tell another -1 equation.</p>	CC.1 CC.2 CC.3 CC.4c CC.5 OA.1 OA.2  SMP 3 SMP 7 SMP 8	AC 2-16 ▲ (NE) AC 2-16 ■ (NE)	
	<p><b>Lesson 2.16 Notes:</b></p>			
2.17	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>• identify and classify hexagons and their attributes.</li> </ul> <p><b>Formative Assessment:</b> What are some different words we can use to describe positions of shapes? Ask a child to draw an example using the shapes from this lesson.</p>	MD.3 G.1 G.2 G.4  SMP 1 SMP 3 SMP 6 SMP 7	SAB p73 (E) SAB p75 (E) SAB p77 (E) SAB p78 (E) AC 2-17 ▲ (NE) AC 2-17 ■ (NE)	
	<p><b>Lesson 2.17 Notes:</b></p>			

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
2.18	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>• write numbers 1 through 10.</li> <li>• compare two numbers.</li> </ul> <p><b>Formative Assessment:</b> Ask a child to write the number 6 and draw a group of objects to show the number. Repeat with the number 9.</p>	CC.1 CC.2 CC.3 CC.7  SMP 3 SMP 6	SAB p79 (E) SAB p80 (E) AC 2-18 ▲ (NE) AC 2-18 ■ (NE)	
<p><b>Lesson 2.18 Notes:</b></p>				
2.19	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>• build concepts of numbers 1-10 and explore the -1 relationship between numbers.</li> <li>• order numbers through 10.</li> </ul> <p><b>Formative Assessment:</b> Write the equation <math>10-1=9</math> on the board. Ask a child to draw the equation and tell another -1 equation.</p>	CC.1 CC.2 CC.3 CC.4c OA.1 OA.2  SMP 3 SMP 4 SMP 5 SMP 6 SMP 8	SAB p81 (E) SAB p82 (E) AC 2-19 ▲ (NE) AC 2-19 ■ (NE)	
<p><b>Lesson 2.19 Notes:</b></p>				

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
2.20	Mathematical Practices	G.1 G.2 CC.4 CC.5 OA.3	SAB p83 (E) SAB p84 (E) AC 2-20 ▲ (NE) AC 2-20 ■ (NE)	
	<b>Lesson 2.20 Notes:</b>			

## Unit 2: Enrichment/Intervention Loop

- About 3-5 days. Suggested date of completion: December 6, 2013.

### Unit Test Objectives

- 2A Identify, count, and order numbers 1-10.
- 2B Write numbers 0-10.
- 2C Explore, understand, and represent addition and subtraction.
- 2D Identify, describe and name triangles and hexagons.

Day 1: Final Formative Assessment - SAB p85-88

Day 2-4: Reteaching Activities- TE p198-200

Day 5: Assessment - Unit 2 Test AG p27-30

**Alpena Montmorency Alcona Educational Service District  
KG Pacing Guide**

**Unit 3: Partners of 5 and 6  
24-26 Days**

**Math Background:**

- Research - TE p203V-203W
- Background - TE p203X-203MMI

**Learning Path:**

- Children begin the study of the teen numbers and their structure as ten ones and more ones.
- Children continue to represent the numbers 6-10 as a 5-group and some ones, and they find all the partners of the numbers 2 through 7.

## Big Idea 1: Partners of 5 and 6

- About 9 days.
- Daily Routine: Counting Tens and Ones (10 min/day)

**Vocabulary:** 5-group, 10-group, 10-Penny Strip, 120 Poster, add, column, doubles, equal sign (=), flip, hexagon, minus sign (-), plus sign (+), rectangle, square, subtract, switch the partners, teen number, triangle, unknown

### Common Core State Standards for Mathematics [CCSS-M]

**CC.K.CC.4a:** 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.

**CC.K.CC.4b:** 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.

**CC.K.CC.4c:** Understand that each successive number name refers to a quantity that is one larger.

**CC.K.OA.1:** Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**CC.K.OA.5:** Fluently add and subtract within 5.

**CC.K.NBT.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 (such as  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

**CC.K.CC.1:** Count to 100 by ones and by tens.

**CC.K.CC.2:** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

**CC.K.CC.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).

**CC.K.CC.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.

**CC.K.OA.2:** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**CC.K.OA.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  $5 = 4 + 1$ ).

**CC.K.G.2:** Correctly name shapes regardless of their orientations or overall size.

**CC.K.G.6:** Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

### Common Core Standards of Mathematical Practice [SMPs]

**CC.K-12.MP.1:** Make sense of problems and persevere in solving them.

**CC.K-12.MP.2:** Reason abstractly and quantitatively.

**CC.K-12.MP.3:** Construct viable arguments and critique the reasoning of others.

**CC.K-12.MP.4:** Model with math.

**CC.K-12.MP.5:** Use appropriate tools strategically.

**CC.K-12.MP.6:** Attend to precision.

**CC.K-12.MP.7:** Look for and make use of structure.

**CC.K-12.MP.8:** Look for and express regularity in repeated reasoning.



Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
3.1	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>find groups of 1 through 10 and identify partners.</li> </ul> <p><b>Formative Assessment:</b> Ask children to name partners of 6. Children should name 1 and 5, 2 and 4, 3 and 3.</p>	CC.1 CC.3 CC.5 OA.2  SMP 1 SMP 2 SMP 3 SMP 4 SMP 6	SAB p91 (E) SAB p92 (E) AC 3-1 ▲ (NE) AC 3-1 ■ (NE)	Read p. 203GG  Having kids make up the story problems connects what they are doing to the numbers with something they understand – (like making a connection to a book you read to something you did in real life)
<p><b>Lesson 3.1 Notes:</b></p>				
3.2	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>identify 10-groups within teen numbers.</li> </ul> <p><b>Formative Assessment:</b> Does showing a 10-group make it easier to see a teen number? Why or why not? Children should indicate that it's easier because you don't have to count so much. You can start with 10 and count the extras.</p>	CC.1 CC.4a CC.4b CC.5 NBT.1  SMP 3 SMP 6 SMP 7	SAB p95 (E) SAB p96 (E) AC 3-2 ▲ (NE) AC 3-2 ■ (NE)	Read p. 203II  Have students come up with ways to arrange the number – don't tell them to make a ten and some more  Eventually students will see 10 groups – Represent 10s in lots of ways – finger flashes – this concept takes a while  Ten as ten ones is kinder goal (ten as a single unit is 1 <sup>st</sup> grade goal)
<p><b>Lesson 3.2 Notes:</b></p>				

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
3.3	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>find partners of numbers 2 through 6.</li> </ul> <p><b>Formative Assessment:</b> Why do some numbers have more pairs of partners than other numbers? <i>Children's responses should show an understanding that there are more ways to combine two numbers to make a larger number than a small number.</i></p>	CC.1 OA.1 OA.2 OA.3 NBT.1  SMP 2 SMP 3 SMP 6 SMP 7	SAB p47 (E) SAB p48 (E) AC 3-3 ▲ (NE) AC 3-3 ■ (NE)	Read p. 203KK  Total on the left is important  A1: great lesson  2: act out what you did in A1 – (another way to make a connection for the kids)
<p><b>Lesson 3.3 Notes:</b></p>				
3.4	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>tell and solve addition and subtraction story problems.</li> </ul> <p><b>Formative Assessment:</b> Ensure that children understand the meaning of the + and the – signs. Write them on the board. <i>Which is the plus sign? What does the plus sign tell you? What does the minus sign tell you?</i></p>	CC.3 OA.2 OA.3 OA.5  SMP 1 SMP 2 SMP 3 SMP 4 SMP 6 SMP 8	SAB p99 (E) SAB p100 (E) AC 3-4 ▲ (NE) AC 3-4 ■ (NE)	Read p. 203GG, 203MM  Teaching note 227 important
<p><b>Lesson 3.4 Notes:</b></p>				

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
3.5	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>show tens in teen numbers.</li> <li>draw numbers 6 through 10 using 5-groups.</li> </ul> <p><b>Formative Assessment:</b> Ask children to name the numbers between 1 and 10 that can be shown with 5-groups. Ask which number is shown as two 5-groups.</p>	CC. 2 CC. 3 CC. 4c OA.5 NBT.1  SMP 5 SMP 6 SMP 7 SMP 8	SAB p105 (E) SAB p106 (E) AC 3-5 ▲ (NE) AC 3-5 ■ (NE)	Read p. 203II, 203LL, 203MM  Working on fluency within 5  Use number tiles to enforce 10 on the left, then connect to counters being on the left and also 10-counter strip and 10 fingers  Encourage kids to see a group as a whole rather than counting every time (5 groups)
	<b>Lesson 3.5 Notes:</b>			
3.6	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>find partners of numbers 2 through 6.</li> <li>show teen numbers as a group of ten ones and extra ones.</li> </ul> <p><b>Formative Assessment:</b> Write the equation <math>15=10+5</math> on the board. Ask children to draw to model the equation.</p>	CC.3 OA.1 OA.3 OA.5 NBT.1  SMP 3 SMP 6 SMP 7 SMP 8	SAB p109 (E) SAB p110 (E) AC 3-6 ▲ (NE) AC 3-6 ■ (NE)	Read p. 203II, 203KK, 203MM  Math talk p. 240 suggestions  Careful to not give the answer in the question and give enough wait time
	<b>Lesson 3.6 Notes:</b>			

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
3.7	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>tell and solve addition and subtraction stories.</li> <li>show numbers 6 through 10 using 5-groups.</li> </ul> <p><b>Formative Assessment:</b> Ask children to explain why we should use a 5-group to show numbers 6 through 9.</p>	CC.2 CC.3 CC.4c OA.1 OA.2 OA.5  SMP 1 SMP 3 SMP 4 SMP 7 SMP 8	SAB p111 (E) SAB p112 (E) AC 3-7 ▲ (NE) AC 3-7 ■ (NE)	Read p. 203GG, 203LL, 203MM
<p><b>Lesson 3.7 Notes:</b></p>				
3.8	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>make teen numbers using 5-groups.</li> </ul> <p><b>Formative Assessment:</b> Ask children why it is possible to use two 5-square tiles in the same way they used a 10-penny strip to make a teen number. Children should indicate it is because both equal 10.</p>	CC.5 NBT.1  SMP 3 SMP 5 SMP 6 SMP 7 SMP 8	SAB p91 (E) SAB p92 (E) AC 3-8 ▲ (NE) AC 3-8 ■ (NE)	Read p. 203II  Make sure students 10 tile is on left 10+4 not 4 + 10
<p><b>Lesson 3.8 Notes:</b></p>				

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
3.9	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>compose 2-dimensional shapes.</li> </ul> <p><b>Formative Assessment:</b>            What did we learn about putting shapes together? <i>Shapes can be put together to make larger shapes. It is possible to put the same smaller shapes together in different ways to make different larger shapes. The same larger shapes can be made in different ways by putting together different smaller shapes.</i></p>	G.2 G.6  SMP 3 SMP 5 SMP 6 SMP 7 SMP 8	SAB p113 (E) SAB p114 (E) SAB p115 (E) SAB p116 (E) AC 3-8 ▲ (NE) AC 3-8 ■ (NE)	Read p. 203LL  Remind students to fill all the space up
	<p><b>Lesson 3.9 Notes:</b></p>			

## Big Idea 2: Classifying

- About 3 days.
- Daily Routine: Counting Tens and Ones (10 min/day)

**Vocabulary:** 5-group, attribute, circle, classify, equal sign (=), fewer, is not equal to sign, rectangle, sort, sorting, Sorting Cards, square, triangle

### Common Core State Standards for Mathematics [CCSS-M]

**CC.K.CC.4c:** Understand that each successive number name refers to a quantity that is one larger.

**CC.K.OA.5:** Fluently add and subtract within 5.

**CC.K.CC.2:** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

**CC.K.CC.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).

**CC.K.CC.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.

**CC.K.CC.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.

**CC.K.CC.7:** Compare two numbers between 1 and 10 presented as written numerals.

**CC.K.OA.1:** Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**CC.K.OA.2:** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**CC.K.MD.3:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.<sup>1</sup>

**CC.K.G.1:** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

**CC.K.G.2:** Correctly name shapes regardless of their orientations or overall size.

### Common Core Standards of Mathematical Practice [SMPs]

**CC.K-12.MP.1:** Make sense of problems and persevere in solving them.

**CC.K-12.MP.2:** Reason abstractly and quantitatively.

**CC.K-12.MP.3:** Construct viable arguments and critique the reasoning of others.

**CC.K-12.MP.4:** Model with math.

**CC.K-12.MP.5:** Use appropriate tools strategically.

**CC.K-12.MP.6:** Attend to precision.

**CC.K-12.MP.7:** Look for and make use of structure.

**CC.K-12.MP.8:** Look for and express regularity in repeated reasoning.

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
3.10	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>classify using various attributes, and compare and order the categories by number.</li> </ul> <p><b>Formative Assessment:</b> Ask children to name three different ways the shape sorting cards can be sorted. Children should mention color, shape, and size.</p>	CC.5 CC.6 MD.3 G.1 G.2  SMP 2 SMP 3 SMP 6 SMP 7 SMP 8	AC 3-10 ▲ (NE) AC 3-10 ■ (NE)	Read p. 203MM  Need to know more and fewer for this section
<p><b>Lesson 3.10 Notes:</b></p>				
3.11	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>tell and solve addition and subtraction stories.</li> <li>show numbers 6 through 10 using 5-groups.</li> </ul> <p><b>Formative Assessment:</b> When showing the numbers from 6 to 10, why is it useful to use 5-groups? Children should indicate that it's easier to count because you don't have to count so much. You can start with 5 and count on.</p>	CC.2 CC.3 CC.5 OA.1 OA.2  SMP 2 SMP 3 SMP 6 SMP 7	SAB p121 (E) SAB p122 (E) AC 3-11 ▲ (NE) AC 3-11 ■ (NE)	Read p. 203GG, 203LL  Have kids tell stories – it is ok if they retell others stories  Perceptual subitizing (see the group in head with out counting) see 5 and count on 5,6,7,8,9,10
<p><b>Lesson 3.11 Notes:</b></p>				

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
3.12	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>• classify using various attributes, and compare and order the categories by number.</li> <li>• use = and not equal signs.</li> </ul> <p><b>Formative Assessment:</b> Ask children to name the categories if they are sorting the shape sorting cards by color or by size. Ask them to suggest categories if they are sorting by shape.</p>	CC.3 CC.4c CC.5 CC.6 CC.7 OA.5 MD.3 G.1 G.2  SMP 2 SMP 3 SMP 6 SMP 8	SAB p127 (E) SAB p128 (E) AC 3-12 ▲ (NE) AC 3-12 ■ (NE)	Read p. 203LL-203MM  Spacing between the five groups is important to teach
	<p><b>Lesson 3.12 Notes:</b></p>			

### Big Idea 3: Tens in Teen Numbers

- About 5 days.
- Daily Routine: Counting Tens and Ones (10 min/day)

**Vocabulary:** equal sign, is not equal to sign, just after, partners, teen numbers, total, unknown

#### Common Core State Standards for Mathematics [CCSS-M]

**CC.K.CC.4:** Understand the relationship between numbers and quantities; connect counting to cardinality.

**CC.K.G.1:** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

**CC.K.G.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).

**CC.K.OA.1:** Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**CC.K.OA.5:** Fluently add and subtract within 5.

**CC.K.CC.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).

**CC.K.CC.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.

**CC.K.CC.7:** Compare two numbers between 1 and 10 presented as written numerals.

**CC.K.OA.2:** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**CC.K.OA.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  $5 = 4 + 1$ ).

#### Common Core Standards of Mathematical Practice [SMPs]

**CC.K-12.MP.1:** Make sense of problems and persevere in solving them.

**CC.K-12.MP.2:** Reason abstractly and quantitatively.

**CC.K-12.MP.3:** Construct viable arguments and critique the reasoning of others.

**CC.K-12.MP.4:** Model with math.

**CC.K-12.MP.5:** Use appropriate tools strategically.

**CC.K-12.MP.6:** Attend to precision.

**CC.K-12.MP.7:** Look for and make use of structure.

**CC.K-12.MP.8:** Look for and express regularity in repeated reasoning.

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
3.13	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>practice using 5-groups and making teen numbers.</li> </ul> <p><b>Formative Assessment:</b> Can we use two 5-square tiles instead of 10 square tiles to show a group of 10? Yes. Why? <i>Children should indicate that it is all right because the number is the same for both; they show equal amounts. They may also mention that using 5-square tiles is easier and faster.</i></p>	<p>CC.3 CC.5 NBT.1</p> <p>SMP 3 SMP 5 SMP 6 SMP 8</p>	<p>SAB p129 (E) SAB p130 (E) AC 3-13 ▲ (NE) AC 3-13 ■ (NE)</p>	<p>Read p. 203II, 203LL</p>
<p><b>Lesson 3.13 Notes:</b></p>				
3.14	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>review using 5-groups.</li> <li>use = and not equal to signs.</li> </ul> <p><b>Formative Assessment:</b> Write = and <math>\neq</math> on the board. Ask children to describe what = means. Children should indicate that what is on the one side of the sign is equal to what is on the other side of the sign. Ask them to describe what <math>\neq</math> means. Children should indicate that what is on one side of the sign is not equal to what is on the other side.</p>	<p>CC.3 CC.5 CC.7 OA.5</p> <p>SMP 2 SMP 6 SMP 8</p>	<p>SAB p131 (E) SAB p132 (E) AC 3-14 ▲ (NE) AC 3-14 ■ (NE)</p>	<p>Read p. 203LL-203MM</p> <p>Always connect symbols with words use pictures as often as possible!</p>
<p><b>Lesson 3.14 Notes:</b></p>				

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
3.15	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>show teen numbers as a group of ten ones and further ones.</li> <li>match partners and totals for teen numbers.</li> </ul> <p><b>Formative Assessment:</b> Write 17 on the board. Ask children to say or describe the number in several ways. Children may respond with seventeen, ten plus seven, ten ones and 7 ones, and so on.</p>	CC.4 CC.5 OA.1 NBT.1  SMP 6 SMP 7 SMP 8	AC 3-15 ▲ (NE) AC 3-15 ■ (NE)	Read p. 203II-203JJ  Purpose is to match expressions with totals. Right now they are conceptual chunking that later will use the =
<b>Lesson 3.15 Notes:</b>				
3.16	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>show all partners for numbers 2 through 7.</li> <li>match partner expressions with teen numbers.</li> </ul> <p><b>Formative Assessment:</b> Write 6 on the board and draw 4 squares below it. Ask children to suggest ways to find the partner that is not shown and to name that number.</p>	OA.1 OA.2 OA.3  SMP 1 SMP 7	AC 3-16 ▲ (NE) AC 3-16 ■ (NE)	Read p. 203GG, 203KK
<b>Lesson 3.16 Notes:</b>				

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
3.17	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>show all partners for numbers 2 through 7;</li> <li>match partner expressions with teen numbers.</li> </ul> <p><b>Formative Assessment:</b> Ask children how all the partner expressions for the teen numbers are alike. Children should indicate that they all have the numbers 10 as one of the partners. Ask what is different about the cards. Children should indicate that a different number is added to 10 to make each teen number.</p>	<p>OA.1 OA.3 NBT.1</p> <p>SMP 6 SMP 7 SMP 8</p>	<p>SAB p135 (E) SAB p136 (E) AC 3-17 ▲ (NE) AC 3-17 ■ (NE)</p>	<p>Read p. 203II-203KK</p>
	<p><b>Lesson 3.17 Notes:</b></p>			

## Big Idea 4: Build Teen Numbers

- About 4 days.
- Daily Routine: Counting Tens and Ones (10 min/day)

**Vocabulary:** equal, total

### Common Core State Standards for Mathematics [CCSS-M]

**CC.K.CC.4:** Understand the relationship between numbers and quantities; connect counting to cardinality.

**CC.K.CC.4b:** 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.

**CC.K.G.1:** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

**CC.K.G.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).

**CC.K.OA.1:** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**CC.K.OA.5:** Fluently add and subtract within 5.

**CC.K.NBT.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 (such as  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

**CC.K.CC.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).

**CC.K.CC.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.

**CC.K.OA.2:** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**CC.K.OA.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  $5 = 4 + 1$ ).

**CC.K.OA.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.

**CC.K.G.2:** Correctly name shapes regardless of their orientations or overall size.

**CC.K.MD.3:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

### Common Core Standards of Mathematical Practice [SMPs]

**CC.K-12.MP.1:** Make sense of problems and persevere in solving them.

**CC.K-12.MP.2:** Reason abstractly and quantitatively.

**CC.K-12.MP.3:** Construct viable arguments and critique the reasoning of others.

**CC.K-12.MP.4:** Model with math.

**CC.K-12.MP.5:** Use appropriate tools strategically.

**CC.K-12.MP.6:** Attend to precision.

**CC.K-12.MP.7:** Look for and make use of structure.

**CC.K-12.MP.8:** Look for and express regularity in repeated reasoning.

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
3.18	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>show a group of ten when building a teen number.</li> <li>see and record partners for 5, 6, and 7.</li> </ul> <p><b>Formative Assessment:</b> Write the number 5 on the board. Ask children to name all the partners, including switched partners, that make 5. Write the partner expressions as they're named.</p>	<p>CC.3 CC.4 CC.5 OA.1 OA.3 OA.5 NBT.1</p> <p>SMP 3 SMP 8</p>	<p>SAB p139 (E) SAB p140 (E) AC 3-18 ▲ (NE) AC 3-18 ■ (NE)</p>	<p>Read p. 203II-203KK, 203MM</p>
<p><b>Lesson 3.18 Notes:</b></p>				
3.19	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>show a group of ten when making a teen number.</li> <li>match partners and totals for teen number.</li> </ul> <p><b>Formative Assessment:</b> As children watch, count out 16 of each of three different objects (such as pencils, pennies, and clothespins); vary the arrangement for each group of objects. Ask children to explain why the type of object and the arrangement do not make a difference in the number that are there.</p>	<p>CC.4 CC.5 OA.1 OA.5 NBT.1</p> <p>SMP 3 SMP 6 SMP 8</p>	<p>SAB p141 (E) SAB p142 (E) AC 3-19 ▲ (NE) AC 3-19 ■ (NE)</p>	<p>Read 203II-203JJ, 203MM</p> <p>Teaching note 309</p>

	<b>Lesson 3.19 Notes:</b>			
<b>Lesson</b>	<b>Focus</b>	<b>CCSS-M and SMPs</b>	<b>Additional Resources</b> Essential (E) Non-essential (NE)	<b>Hints</b>
3.20	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>• make teen numbers with ten ones and further ones.</li> <li>• match partners and totals for teen numbers.</li> </ul> <p><b>Formative Assessment:</b> Write the numbers 11-19 on the board in a column. Ask children to name the partner numbers for each teen number. Write the expressions beside the numbers as the partners are named.</p>	<p>CC.4 CC.4b CC.5 OA.1 NBT.1</p> <p>SMP 5 SMP 6 SMP 8</p>	<p>AC 3-20 ▲ (NE) AC 3-20 ■ (NE)</p>	Read p. 203II-203JJ
	<b>Lesson 3.20 Notes:</b>			
3.21	Mathematical Practices	<p>CC.5 MD.3 G.1 G.2 G.4</p> <p>SMP 1-8</p>	<p>SAB p143 (E) SAB p144 (E) AC 3-21 ▲ (NE) AC 3-21 ■ (NE)</p>	Read p. 203LL
	<b>Lesson 3.21 Notes:</b>			



### **Unit 3: Enrichment/Intervention Loop**

- About 3-5 days.

#### Unit Test Objectives

- 3A Write numbers and show and compare numbers in groups and as 5-groups.
- 3B Identify partners of numbers.
- 3C Decompose teen numbers into a group of ten ones and extra ones.
- 3D Add and subtract.
- 3E Identify, compose, and describe shapes in relative positions.
- 3F Classify, count, and sort shapes into categories.

Day 1: Final Formative Assessment - SAB p145-146

Day 2-4: Reteaching Activities- TE p324-326

Day 5: Assessment - Unit 3 Test AG p38-41

**Alpena Public Schools  
KG Pacing Guide**

**Unit 4: Partners, Problem Drawings, and Tens  
25-27 Days**

**Math Background:**

- Research - TE p329V-329W
- Background - TE p329X-329NN

**Learning Path:**

- **Children continue the study of the teen numbers and their structure as ten ones and more ones.**
  - Children focus on working with and learning partners of 2-10.

## Big Idea 1: Story Problems and Equations

- About 4 days.
- Daily Routine: Counting Tens and Ones (10 min/day)

**Vocabulary:** addition, addition sign (+), equal sign (=), equation, partners, story problems, subtraction, subtraction sign (-), total

### Common Core State Standards for Mathematics [CCSS-M]

**CC.K.CC.4a:** 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.

**CC.K.CC.4b:** 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.

**CC.K.CC.4c:** Understand that each successive number name refers to a quantity that is one larger.

**CC.K.OA.1:** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**CC.K.OA.5:** Fluently add and subtract within 5.

**CC.K.NBT.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 (such as  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

**CC.K.G.1:** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

**CC.K.CC.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).

**CC.K.CC.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.

**CC.K.OA.2:** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**CC.K.OA.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  $5 = 4 + 1$ ).

**CC.K.OA.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.

**CC.K.MD.3:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

### Common Core Standards of Mathematical Practice [SMPs]

**CC.K-12.MP.1:** Make sense of problems and persevere in solving them.

**CC.K-12.MP.2:** Reason abstractly and quantitatively.

**CC.K-12.MP.3:** Construct viable arguments and critique the reasoning of others.

**CC.K-12.MP.4:** Model with math.

**CC.K-12.MP.5:** Use appropriate tools strategically.

**CC.K-12.MP.6:** Attend to precision.

**CC.K-12.MP.7:** Look for and make use of structure.

**CC.K-12.MP.8:** Look for and express regularity in repeated reasoning.

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
4.1	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>experience adding and subtracting situations in the real world.</li> <li>define ways to sort objects.</li> </ul> <p><b>Formative Assessment:</b> Ask children to sort a collection of fruits of vegetables and tell their reasoning for sorting in that way.</p>	CC.4a CC.4b OA.1 MD.3 G.1  SMP 2 SMP 3 SMP 6 SMP 7	SAB p151 (E) SAB p152 (E) AC 4-1 ▲ (NE) AC 4-1 ■ (NE)	Read 329GG and 329LL  Goal of store activity is for kids to experience add and sub situations in the real world
<b>Lesson 4.1 Notes:</b>				
4.2	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>identify partners of 6, 7, and 10.</li> </ul> <p><b>Formative Assessment:</b> Write the number 7 on the board. Draw two squares below. Ask children to suggest ways to show the partners.</p>	OA.1 OA.2 OA.3 OA.4  SMP 1 SMP 2 SMP 4 SMP 7	SAB p157 (E) SAB p158 (E) AC 4-2 ▲ (NE) AC 4-2 ■ (NE)	Read 329HH and 329KK  Make sure kids draw long lines for break apart
<b>Lesson 4.2 Notes:</b>				

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
4.3	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>show teen numbers as a group of ten ones and extra ones and as <math>10 +</math> a 1-digit number.</li> </ul> <p><b>Formative Assessment:</b> Write the number 17 on the board. Ask children to suggest ways to show that number. Have them tell an equation for 17.</p>	<p>CC.3 CC.4a CC.4b CC.4c OA.1 OA.5 NBT.1</p> <p>SMP 1 SMP 6</p>	<p>SAB p161 (E) SAB p162 (E) AC 4-3 ▲ (NE) AC 4-3 ■ (NE)</p>	<p>Read 329II-329JJ, 329KK, and 329MM</p> <p>This lesson starts the path to fluency – kinder must fluently add and sub within 5 – to acquire this is with persistent practice</p> <p>This activity develops fine motor skills, organization and understanding of numbers</p> <p>Understanding that the answer does not always go on the right in an equation is important</p>
<b>Lesson 4.3 Notes:</b>				
4.4	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>explore and express addition and subtraction story problems in buying and selling experiences.</li> </ul> <p><b>Formative Assessment:</b> Give children an addition or subtraction story problem to check for fluency within 5. For example: Four children are sorting fruit for the grocery display. One child leaves. How many children are still sorting fruit?</p>	<p>OA.1 OA.2 OA.3 OA.4</p> <p>SMP 1 SMP 4 SMP 6 SMP 7</p>	<p>AC 4-4 ▲ (NE) AC 4-4 ■ (NE)</p>	<p>Read 329GG, 329HH, and 329KK</p> <p>When discussing buying fruit, arrange the questions in many ways – see teaching note 348</p>

<b>Lesson</b>	<b>Focus</b>	<b>CCSS-M and SMPs</b>	<b>Additional Resources</b> Essential (E) Non-essential (NE)	<b>Hints</b>
	<b>Lesson 4.4 Notes:</b>			

## Big Idea 2: Practice with Comparing

- About 4 days.
- Daily Routine: Counting Tens and Ones (10 min/day)

**Vocabulary:** addition, extra, greater/greater than, less, less than, matching, Math Mountain, partner, subtraction, teen equation, Tiny Tumbler, unknown partner

### Common Core State Standards for Mathematics [CCSS-M]

**CC.K.CC.4:** Understand the relationship between numbers and quantities; connect counting to cardinality.

**CC.K.CC.4b:** 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.

**CC.K.CC.4c:** Understand that each successive number name refers to a quantity that is one larger.

**CC.K.NBT.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 (such as  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

**CC.K.CC.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).

**CC.K.CC.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.

**CC.K.CC.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>

**CC.K.CC.7:** Compare two numbers between 1 and 10 presented as written numerals.

**CC.K.OA.1:** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**CC.K.OA.2:** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**CC.K.OA.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  $5 = 4 + 1$ ).

**CC.K.OA.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.

### Common Core Standards of Mathematical Practice [SMPs]

**CC.K-12.MP.1:** Make sense of problems and persevere in solving them.

**CC.K-12.MP.2:** Reason abstractly and quantitatively.

**CC.K-12.MP.3:** Construct viable arguments and critique the reasoning of others.

**CC.K-12.MP.4:** Model with math.

**CC.K-12.MP.5:** Use appropriate tools strategically.

**CC.K-12.MP.6:** Attend to precision.

**CC.K-12.MP.7:** Look for and make use of structure.

**CC.K-12.MP.8:** Look for and express regularity in repeated reasoning.

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
4.5	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>show teen numbers as a group of ten ones and extra ones and as <math>10 + a</math> 1-digit number.</li> <li>decompose numbers up to 7 into pairs in more than one way and record the pairs.</li> </ul> <p><b>Formative Assessment:</b> Sketch squares on the board to represent centimeter cubes for 13, 14, 15, and 16. Ask how 14 is different from 13, how 15 is different from 14, and how 16 is different from 15. Children should indicate that each number is one greater. Then reverse the direction. Ask how 13 is different from 14, and so on. Children should indicate that each number is one less.</p>	CC.4 CC.4c CC.5 OA.1 OA.2 OA.3 NBT.1  SMP 1 SMP 2 SMP 5 SMP 6 SMP 7 SMP 8	AC 4-5 ▲ (NE) AC 4-5 ■ (NE)	Read 329II-329KK  The unknown partner game provides auditory and visual numerical practice
<p><b>Lesson 4.5 Notes:</b></p>				
4.6	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>use drawings and write expressions to solve addition and subtraction story problems.</li> <li>use matching and counting as strategies for comparing the number of objects in groups.</li> </ul>	CC.4 CC.5 CC.6 CC.7 OA.1 OA.2  SMP 1	SAB p165 (E) SAB p166 (E) AC 4-6 ▲ (NE) AC 4-6 ■ (NE)	Read 329GG, 329LL  Kids make up simple math drawings to show an addition or subtraction situation and wrote the expression represented by the drawing  Teacher is writing the equation (research

	<p><b>Formative Assessment:</b>          Draw a row of 3 squares on the board with a row of 5 squares below it. Ask children to name and describe a way to tell which group is greater than the other. Children should indicate matching and describing drawing lines to match pairs and find extras. Then draw groups with 4 squares and 5 squares randomly placed. Ask children to discuss a method for finding which group has less. Children should indicate counting and then comparing.</p>	<p>SMP 2          SMP 4          SMP 7          SMP 8</p>		<p>says this is difficult for most kinder kids)           Encourage subitizing – knowing the number of dots without counting</p>
<p><b>Lesson 4.6 Notes:</b></p>				
<p>4.7</p>	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>• show teen numbers as a group of ten ones and extra ones and as 10 + a 1-digit number.</li> <li>• decompose numbers up to 7 into pairs in more than one way and record the pairs.</li> </ul> <p><b>Formative Assessment:</b>          Write the equations <math>14=10+4</math> and <math>10+4=14</math> on the board. Ask children to explain why both ways of writing the equation are correct.</p>	<p>CC.4          CC.4c          CC.5          OA.1          OA.2          OA.3          NBT.1</p> <p>SMP 2          SMP 5          SMP 6          SMP 7          SMP 8</p>	<p>AC 4-7 ▲ (NE)          AC 4-7 ■ (NE)</p>	
<p><b>Lesson 4.7 Notes:</b></p>				

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
4.8	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>• find sets of partners for 10.</li> <li>• record sets of partners for 5-7 and 10.</li> </ul> <p><b>Formative Assessment:</b> Draw 10 circles on the board. Shade the first circle. Ask children to name the other partner for 10. Then shade the second circle and ask children to name the other partner for 10. Repeat with remaining circles.</p>	<p>CC.3 CC.5 OA.3 OA.4</p> <p>SMP 3 SMP 4 SMP 6 SMP 7</p>	<p>SAB p167 (E) SAB p168 (E) SAB p169 (E) SAB p170 (E)</p>	
	<b>Lesson 4.8 Notes:</b>			

### Big Idea 3: Tens in Teen Numbers

- About 7 days.
- Daily Routine: Counting Tens and Ones (10 min/day)

**Vocabulary:** 5-frame, above, add, addition, addition sign (+), behind, below, cube, equal, equal sign (=), equation, fewer, greater than, in front of, less than, more, partner, roll, solid shape, sphere, stack, subtraction, subtraction sign (-), three-dimensional shape

#### Common Core State Standards for Mathematics [CCSS-M]

**CC.K.CC.4a:** 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.

**CC.K.CC.4b:** 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.

**CC.K.CC.4c:** Understand that each successive number name refers to a quantity that is one larger.

**CC.K.G.1:** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

**CC.K.G.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).

**CC.K.OA.1:** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**CC.K.OA.5:** Fluently add and subtract within 5.

**CC.K.CC.2:** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

**CC.K.CC.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).

**CC.K.CC.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.

**CC.K.CC.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>

**CC.K.CC.7:** Compare two numbers between 1 and 10 presented as written numerals.

**CC.K.OA.2:** Solve addition and subtraction word problems, and add and subtract within 10,

#### Common Core Standards of Mathematical Practice [SMPs]

**CC.K-12.MP.1:** Make sense of problems and persevere in solving them.

**CC.K-12.MP.2:** Reason abstractly and quantitatively.

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**CC.K-12.MP.4:** Model with math.

**CC.K-12.MP.5:** Use appropriate tools strategically.

**CC.K-12.MP.6:** Attend to precision.

**CC.K-12.MP.7:** Look for and make use of structure.

**CC.K-12.MP.8:** Look for and express regularity in repeated reasoning.

e.g., by using objects or drawings to represent the problem.

**CC.K.OA.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  $5 = 4 + 1$ ).

**CC.K.OA.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.

**CC.K.NBT.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 (such as  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

**CC.K.G.2:** Correctly name shapes regardless of their orientations or overall size.

**CC.K.G.3:** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
4.9	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>describe and classify three-dimensional shapes.</li> </ul> <p><b>Formative Assessment:</b> Show children a circle and a sphere. Have them describe the attributes of each and tell how they are alike and different.</p>	<p>MD.3 G.1 G.3 G.4 G.5</p> <p>SMP 1 SMP 2 SMP 3 SMP 5 SMP 6 SMP 7 SMP 8</p>	<p>SAB p129 (E) SAB p130 (E) AC 4-9 ▲ (NE) AC 4-9 ■ (NE)</p>	<p>Read 329MM</p> <p>Explore attributes of three-dimensional shapes to build understanding and visual sense</p> <p>Have kids put shapes in different positions to see if they roll</p>
	<p><b>Lesson 4.9 Notes:</b></p>			
4.10	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>tell, draw, and solve addition and subtraction story problems.</li> <li>compare numbers of objects in a group using matching and counting strategies.</li> </ul> <p><b>Formative Assessment:</b> Ask children to tell whether 7 apples is greater or less than 3 oranges. Have them explain the reasoning for their answer. Guide them to demonstrate a matching or counting procedure to support their answer using objects or a drawing.</p>	<p>CC.6 CC.7 OA.1 OA.2</p> <p>SMP 1 SMP 6</p>	<p>SAB p171 (E) SAB p172 (E) AC 4-10 ▲ (NE) AC 4-10 ■ (NE)</p>	<p>Read 329GG</p> <p>Students might only be able to write addition expressions</p> <p>Let kids use any drawing to help them understand subtraction</p> <p>Acting out the story helps the kids</p> <p>G and L might be difficult – use visual examples to show greater and less</p>

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
	<b>Lesson 4.10 Notes:</b>			
4.11	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>find partners of 10 in 5-groups.</li> <li>record sets of partners for 10, 6, 5, 4, 3, and 2.</li> </ul> <p><b>Formative Assessment:</b> Ask children to name as many of the 10-partners that they know. Invite volunteers to record the 10-partners as they are named.</p>	OA.3 OA.4  SMP 3 SMP 6 SMP 7	SAB p173 (E) SAB p174 (E) AC 4-11 ▲ (NE) AC 4-11 ■ (NE)	<p>Read 329HH and 329KK.</p> <p>This builds on lesson 2 and 8 – focus on the 5-groups</p> <p>Don't forget to play the unknown partner game!</p> <p>Math mountains will be used through the upper grades – kinder focuses on these for the visual rep. for relating add and sub</p> <p>Make sure when you ask questions you don't put the answer in the question</p>
	<b>Lesson 4.11 Notes:</b>			
4.12	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>show teen numbers as a group of ten ones and extra ones and as 10 and a 1-digit number.</li> <li>add within 6 through 10 and practice addition and subtraction fluency within 5.</li> </ul> <p><b>Formative Assessment:</b></p>	CC.4 OA.1 OA.2 OA.5 NBT.1  SMP 1 SMP 2 SMP 4	SAB p177 (E) AC 4-12 ▲ (NE) AC 4-12 ■ (NE)	<p>Read 329II-329JJ, 329KK, 329LL, and 329MM</p> <p>Continue to make lots of connections with the kids</p>

	Select a number on the 1-20 board, such as 14. Ask children to choose the teen equation card that matches the number. Then, have them tell the meaning of the addition and equal signs.	SMP 6 SMP 7		
	<b>Lesson 4.12 Notes:</b>			
4.13	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>find partners of 10 and review partners of 7, 8, and 9.</li> </ul> <p><b>Formative Assessment:</b> Ask children to name a set of partners for 9 in an addition expression or equation.</p>	OA.1 OA.3 OA.4  SMP 3 SMP 6 SMP 7 SMP 8	SAB p179 (E) SAB p180 (E) AC 4-13 ▲ (NE) AC 4-13 ■ (NE)	Read 329HH, 329KK, and 329LL
	<b>Lesson 4.13 Notes:</b>			
4.14	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>describe a cube and identify relative positions of shapes.</li> </ul> <p><b>Formative Assessment:</b> Challenge children to describe a cube using as many descriptive words as possible.</p>	G.1 G.2 G.3 G.4  SMP 1 SMP 3 SMP 4 SMP 5 SMP 6 SMP 7	AC 4-14 ▲ (NE) AC 4-14 ■ (NE)	Read 329MM  Time for the kids to explore is important – don't just tell them the answers  Refer to the faces of the cube as sides  Help students understand how to use the positions of each shape to describe

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	<b>Lesson 4.14 Notes:</b>			
4.15	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>create and solve addition and subtraction story problems and equations for numbers within 6-10 and for fluency within 5.</li> <li>order numbers 1 through 20.</li> </ul> <p><b>Formative Assessment:</b> Provide children with an equation such as <math>3+5=</math>____. Have them draw a picture to show the equation and the total.</p>	CC.2 CC.4c OA.1 OA.2 OA.5  SMP 1 SMP 6 SMP 7 SMP 8	SAB p181 (E) SAB p182 (E) AC 4-13 ▲ (NE) AC 4-13 ■ (NE)	Read 329GG, 329KK, and 329MM  Students make up stories for a context of their choice  Kids should be able to explain their answers using drawings, fingers, equations, or stories
	<b>Lesson 4.15 Notes:</b>			

## Big Idea 4: Equations for Partners

- About 7 days.
- Daily Routine: Counting Tens and Ones (10 min/day)

**Vocabulary:** add, cone, cylinder, equation, partner equation, teen numbers

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**CC.K.CC.4:** Understand the relationship between numbers and quantities; connect counting to cardinality.

**CC.K.G.1:** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

**CC.K.G.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).

**CC.K.OA.1:** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**CC.K.OA.5:** Fluently add and subtract within 5.

**CC.K.NBT.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 (such as  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

**CC.K.CC.1:** Count to 100 by ones and by tens.

**CC.K.CC.2:** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

**CC.K.CC.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).

**CC.K.CC.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.

**CC.K.CC.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>

**CC.K.CC.7:** Compare two numbers between 1 and 10 presented as written numerals.

**CC.K.OA.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  $5 = 4 + 1$ ).

**CC.K.OA.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.

**CC.K.G.2:** Correctly name shapes regardless of their orientations or overall size.

**CC.K.G.3:** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

**CC.K.G.6:** Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

**CC.K.MD.3:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

### Common Core Standards of Mathematical Practice [SMPs]

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**CC.K-12.MP.2:** Reason abstractly and quantitatively.

**CC.K-12.MP.3:** Construct viable arguments and critique the reasoning of others.

**CC.K-12.MP.4:** Model with math.

**CC.K-12.MP.5:** Use appropriate tools strategically.

**CC.K-12.MP.6:** Attend to precision.

**CC.K-12.MP.7:** Look for and make use of structure.

**CC.K-12.MP.8:** Look for and express regularity in repeated reasoning.

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
4.16	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>model teen numbers as a group of ten ones and extra ones and order numbers 1-19.</li> </ul> <p><b>Formative Assessment:</b> Ask children to show the number 12 in different ways. Encourage them to use the 1-20 board, 10-sticks, an equation, and a group of 10 ones and 3 ones.</p>	<p>CC.3 CC.4 CC.5 NBT.1</p> <p>SMP 2 SMP 7</p>	<p>SAB p183 (E) SAB p185 (E) SAB p186 (E) AC 4-16 ▲ (NE) AC 4-16 ■ (NE)</p>	<p>Read 329II-329JJ, 329LL</p>
4.17	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>solve addition equations within 5 and explore addition strategies.</li> </ul> <p><b>Formative Assessment:</b> Write <math>3+2=</math>___ on the board and ask children to explain how they would solve the equation.</p>	<p>CC.1 OA.1 OA.5</p> <p>SMP 2 SMP 3 SMP 6</p>	<p>SA3B p187 (E) SAB p188 (E) AC 4-17 ▲ (NE) AC 4-17 ■ (NE)</p>	<p>Read 329KK</p>
4.18	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>write equations for partners.</li> <li>show teen numbers as a group of 10 ones and extra ones.</li> </ul> <p><b>Formative Assessment:</b> Ask children to describe the number 17. Encourage them to see the partners, 10 and 7; the 10 ones and 7 ones; and the number is written with a 1 and a 7.</p>	<p>CC.3 OA.3 OA.4 NBT.1</p> <p>SMP 2 SMP 6</p>	<p>SAB p189 (E) SAB p190 (E) SAB p191 (E) AC 4-18 ▲ (NE) AC 4-18 ■ (NE)</p>	<p>Read 329II-329KK</p> <p>Writing the total followed by the partners is important!</p>

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
4.19	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>find and write equations for partners.</li> <li>solve subtraction equations within 6-10.</li> </ul> <p><b>Formative Assessment:</b> Write <math>10 = \_\_ + \_\_</math> on the board and ask children to explain how they would solve for the partners in the equation.</p>	OA.1 OA.3 OA.4  SMP 2 SMP 3 SMP 6	SAB p193 (E) SAB p194 (E) AC 4-19 ▲ (NE) AC 4-19 ■ (NE)	Read 329KK
4.20	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>model teen numbers as a group of ten ones and extra ones.</li> <li>match pictures to numbers, compare groups, and practice addition within 10.</li> </ul> <p><b>Formative Assessment:</b> Write <math>8 + 2 = \_\_</math> on the board and ask children to explain how they would solve the equation.</p>	CC.2 CC.3 CC.4 CC.6 CC.7 NBT.1  SMP 4 SMP 5 SMP 6 SMP 7	SAB p195 (E) SAB p197 (E) SAB p198 (E) AC 4-20 ▲ (NE) AC 4-20 ■ (NE)	Read 329II-329JJ, 329LL  Students should be able to visualize a teen numbers as a group of 10 ones and some extra ones
4.21	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>describe cones and cylinders and compose three-dimensional shapes.</li> </ul> <p><b>Formative Assessment:</b> Ask children to explain the different between a cylinder and a cone.</p>	G.1 G.2 G.3 G.6  SMP 1 SMP 3 SMP4 SMP 5 SMP 6 SMP 7	AC 4-21 ▲ (NE) AC 4-21 ■ (NE)	Read 329MM  Time to explore attributes is important

Lesson	Focus	CCSS-M and SMPs	Additional Resources Essential (E) Non-essential (NE)	Hints
4.22	Mathematical Practices	MD.3 G.1 G.2 G.4  SMP 1-8	SAB p199 (E) SAB p200 (E) AC 4-22 ▲ (NE) AC 4-22 ■ (NE)	SAB 200 – a place to check to see if students understand that shapes can be shown in different positions and that does not change the shape of the object

#### **Unit 4: Enrichment/Intervention Loop**

- About 3-5 days.

#### Unit Test Objectives

- 4A Count objects and compare the number of objects in groups.
- 4B Add and subtract within 10 by composing and decomposing numbers.
- 4C Decompose teen numbers into a group of ten ones and extra ones.
- 4D Identify and describe three-dimensional shapes, and describe shapes in relative positions.

Day 1: Final Formative Assessment - SAB p201-204

Day 2-4: Reteaching Activities- TE p456-458

Day 5: Assessment - Unit 4 Test AG p51-54