

Teacher: CORE Math Grade K  
Course: Math Grade K

Year: 2010-11  
Month: All Months

S e p t e m b e r	STATISTICS I*						
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Standards
		Sorting: 3 ways	Sort manipulatively, objects into 3 given categories	color size(small, medium, large) shape sort			K.MD.3- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
		Graphs: Bar, up to 10 units in each bar, 1's	Create vertical bar graph using manipulatives 0-10 for each attribute with/without support Create horizontal bar	Bar graph			K.MD.3- Classify objects into given categories; count the numbers of objects in each category and

			graph using manipulatives 0-10 for each attribute with /without support					sort the categories by count.
O c t o b e r	Number Sense I							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		Counting: Counting on	Name the number that identifies one more than the set given, 1-10					K.CC.4c- Understand that each successive number name refers to a quantity that is one larger.
		Counting: Ordinal numbers	Orally explain a manipulatively made sequence using ordinal terms, first - tenth					K.CC.4.d- Develop understanding of ordinal numbers (first through tenth) to describe the

							relative position and magnitude of whole numbers.
	Counting: Forward, 1-10	<ul style="list-style-type: none"> <li>count by ones, 1-10</li> <li>counting on with a number other than 1, 2-10</li> </ul>	One two three four five six seven eight nine ten count				K.CC.1-Count to 100 by ones and by tens. K.CC.2-Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
	Writing: Numbers, 0-10	Write numbers 0-10 with proper formation when dictated.	write zero-ten top, bottom, line(s)				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).
	Counting; Set 0-10	Count manipulatives with one-to-one correspondence to state that the last counting word represents how many items are in a collection, 0-10	count how many touch/match zero-ten				<p>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 to 20, count out that many objects.</p> <p>K.MD.3- Classify objects into given categories; count the numbers of objects in each category and sort the</p>

								<p>categories by count.</p> <p>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.</p> <p>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</p>
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N o v e m b e r								arrangement or the order in which they were counted.
		Counting: Counting on	Name the number that identifies one more than the set given, 0-10	counting on group more zero-ten				K.CC.4c- Understand that each successive number name refers to a quantity that is one larger.
	NUMBER SENSE II*							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		Counting: Forward, 1 - 20	Count by ones, starting with 1-20 Counting on with a number other than 1, 2 - 20.	Count on one - twenty				K.CC.1-Count to 100 by ones and by tens. K.CC.2-Count forward beginning from a given number within the known sequence (instead of having to begin

							at 1).
		Writing: numbers, 0-20	Write numbers with proper formation when dictated, 0-20	zero-twenty line(s), top, bottom write			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).
D e c e m b e r	NUMBER SENSE II*						
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Standards
		Counting: Forward, 1 - 20	Count by ones, starting with 1- 20 Counting on with a number other than 1, 2 - 20.	Count on one - twenty			K.CC.1-Count to 100 by ones and by tens. K.CC.2-Count forward beginning from a given number within the known sequence (instead of having to begin

							at 1).
	Writing: numbers, 0-20	Write numbers with proper formation when dictated, 0-20	zero-twenty line(s), top, bottom write				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).
	Counting: Sets, 0 - 20	Count by ones 1-100 counting on with a number other than 1, 2- 100	Count touch counter how many zero-twenty				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 to 20, count out that many objects. K.MD.3- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. 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.
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								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.
J a n u a r y	NUMBER SENSE III*							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		Counting: Counting on	Name the number that identifies one more than the set given, 0-20	Zero-twenty count touch counter how many				K.CC.4c- Understand that each successive number name refers to a quantity that is one larger.

		Counting: Sets, 0 - 20	Count Manipulatives with one-to-one correspondence to state that the last counting word represents how many items are in a collection, 0- 20	Zero-twenty counters more how many				<p>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.</p> <p>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</p>
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								which they were counted. 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 to 20, count out that many objects. K.MD.3- Classify objects into given categories; count the numbers of objects in each category and
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							sort the categories by count.
	Counting: Counting on	Name the number that identifies one more than the set given, 0-20	More than zero-twenty counting on				K.CC.4c- Understand that each successive number name refers to a quantity that is one larger.
	Counting Forward, 1-100	Count by ones, 1-100 Counting on iwth a number other than 1, 2-100	Count zero-100 count on				K.CC.1-Count to 100 by ones and by tens. K.CC.2-Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
	Writing numbers. 0-20	Write numbers with proper formation when dictated, 0-20	Zero - twenty line(s) top bottom				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).
OPERATIONS							
Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Addition: compose numbers 11-19	Identify a group of 10 in a variety of ways counting on from ten using 1 to 1 correspondence Name the number represented by a group of 10 and a set 1-9	add more all together equal/same as				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.
	Subtraction: decompose numbers 11-19	Identify a group of 10 in a variety of ways with out counting Display a number 11-19 as a group of 10 in a variety of ways a set of 1-9 Manipulate objects to represent differences 0-10	subtract take away less than fewer left difference				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 $18 = 10 + 8$ ); nderstand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or

							nine ones.	
F e b r u a r y	NUMBER SENSE III*							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		Counting Forward 1-100	Count by ones 1-100 counting on with a number other than 1, 2-100	count zero-100 count on				K.CC.1-Count to 100 by ones and by tens. K.CC.2-Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
		Writing numbers. 0-20	Write numbers with proper formation when dictated, 0-20	Zero - twenty line(s) top bottom				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).

#### Number Sense IV

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Counting: Comparing numbers	visually compare 2 sets using 1 to 1 correspondence to determine more, less, or equal 0-10 visually compare 2 written numbers to determine more, less, or equal 0-10	More/greater less/fewer equal/same				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.1 K.CC.7- Compare two numbers between 1 and 10 presented as written numerals.

#### Ma Number Sense V

r c h	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		Counting: comparing numbers, 0-20	Visually compare 2 sets using 1 to 1 correspondence to determine more and less, 0-20 or equal Visually compare 2 written numbers to determine more, less, or equal, 0-20					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.1 K.CC.7- Compare two numbers between 1 and 10 presented as written numerals.
	Measurement							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		Linear	Identify lengths	longer than				K.MD.1-

	measurement comparing lengths	of 2 objects comared to each other using longer than or shorter than, taller or shorter than	shorter than taller than wider than				Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. K.MD.2- Directly compare two objects with a measurable attribute in common, to see which object has "more of" / "less of" the attribute, and describe the difference.
	Mass measurement: comparing mass	Identify weights of 2 objects compared to each other	Heavier than Lighter than				K.MD.1- Describe measurable attributes of objects, such as

		using heavier than or lighter than					length or weight. Describe several measurable attributes of a single object. K.MD.2- Directly compare two objects with a measurable attribute in common, to see which object has "more of" / "less of" the attribute, and describe the difference.
Geometry							
Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Geometric Relationships: 2d and 3d shapes	Manipulatively explore 2d and 3d shapes Compare by					K.G.4-Analyze and compare two- and three-dimensional shapes, in different sizes and

		attributes 2d and 3d shapes to describe similarities and differences create shapes using manipulatives to represent real world objects					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). K.G.5-Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
	geometric relationships: 2d	Manipulatively create shapes (rectangles, squares, hexagon, rhombus, trapizoid) using 2 or more shapes					K.G.6-Compose simple shapes to form larger shapes
	Geometric Relationships: Above, over under,below,	Position manipulatively a secondary objects	above, below, over , under, on, off, in front of, behind, next				K.G.1-Describe objects in the environment

		on, beside, in front of, behind, next to	placements	to, beside between				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.
		Shapes: 2 and 3 dimensional	Verbally identify square, circle, triangle, and rectangle. Also cone, sphere, prism, cylinder Identify squares, circles, triangles and rectangles of various sizes and orientations Manipulately explore geometric shapes (circles,	square, circle, triangle, rectangle, cone, sphere, prism cylinder small, medium, large				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. K.G.2- Correctly name shapes

A p p r i l			triangle, square, rectangle, cone, sphere, triangular prism, rectangular prism, and cylinder) to determine if they are 2d or 3d					regardless of their orientations or overall size. K.G.3-Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
	Operation II							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		Addition: Sums 0-5	Verbally solve addition problems 0-5 given verbally or shown in written form	add more all together equal/same as sum				K.OA.5- Fluently add and subtract within 5.
A p r i l	OPERATIONS III							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		Addition: sums 0-10	Manipulatively show verbal	add more				K.OA.1- Represent

		<p>word addition problems with sums 0-10</p> <p>Manipulatively solve verbal word addition problems with sums 0-10</p>	all together equal/same as				<p>addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>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.</p>
	Addition: sums 0-10	<p>Show multiple ways, using two sets to represent a given number, 0-10</p>	add more all together equal/same as				<p>K.OA.3- Decompose numbers less than or equal to 10 into pairs in more than one</p>



								way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).
M a y	Operations IV							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		Subtraction: differences 0-5	Verbally solve subtraction problems 0-5 given verbally or shown in written form	Subtract Take away Less than Fewer Left Difference				K.OA.5- Fluently add and subtract within 5.
		Subtraction: differences 0-5	Manipulatively show verbal word subtraction problems with differences 0-10 Manipulatively solve verbal word subtraction problems	Subtract Take away Less than Fewer Left Difference				K.OA.1- Represent addition and subtraction with objects, fingers, mental images, drawings1,

			with differences 0-10					sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 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.
		Subtraction: differences 0-5	Find a number that makes 10 when added to a given number, given numbers 1-9	Subtract Take away Less than Fewer Left Difference				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.
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