

## Kindergarten Math

**Instructional time focus:** (1) developing a sound sense of numbers by representing and comparing numbers, initially using sets of objects; (2) recognizing and describing shapes and using spatial relations. More learning time in Kindergarten should be devoted to number than to any other topic.

Domain: Counting and Cardinality						
<b>Clusters:</b> Know number names and the count sequence. Count to tell the number of objects. Compare numbers.						
Standard	Topic	Essential Question	Vocabulary	Skills/Performance Indicators	Assessment	Activities
K.CC.4 K.CC.4a K.CC.4b K.CC.4c K.CC.5a K.CC.5b	Understand Counting	What does it mean to count?  How do we count?  When do we need to count?	Count Number One Two Three	<b>Understand the relationship between numbers and quantities up to 20: connect counting to cardinality,</b>  <b>When counting objects, say the number names in the standard order, pairing each object with one and only one object. (1:1 correspondence)</b>  <b>Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.</b>  Understand the concept that each successive number name refers to a quantity that is one larger.  Answer counting questions using as many as 20 objects arranged in a line,	Lesson 1 Quiz  Assessments: Mid-Unit End -of-Unit	<b>DOK1:</b> Practice 1:1 correspondence counting.  Match a number to a set.  Roll the dice games.  Dominoes.  Touch and count.  Subitize: look and know  <b>DOK2:</b> Draw and explain a picture of something that was counted  Roll the dice games.  Domino games.  Calendar activities:counting on from a number

				<p>a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. "How many ___ are there?"</p> <p>Given a number from 1-20, count out that many objects.</p>		<p>Give a number and have students count out that many objects</p> <p>Caterpillar Counting</p> <p><b>DOK3:</b> Calendar activities:number and counting patterns</p> <p>Analyze problems to tell ways to solve real life problems: i.e., There are 10 students and 6 books, how can we solve?</p> <p><b>DOK4:</b></p>
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<b>K.CC.3</b> <b>K.CC.4</b> <b>K.CC.4a</b> <b>K.CC.4b</b> <b>K.CC.5a</b> <b>K.CC.5b</b> <b>K.CC.1</b> <b>K.CC.4c</b>	Count 1, 2, and 3	How do we count 1, 2, and 3?  When do we count 1, 2, and 3?  What is zero?  When do we use zero?	Count Number One Two Three	<p><b>Write numbers from 0 to 20.</b>  <b>Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</b></p> <p><b>Understand the relationship between numbers and quantities up to 20: connect counting to cardinality,</b></p> <p><b>When counting objects, say the number names in the standard order, pairing each object with one and only one object. (1:1 correspondence)</b></p> <p><b>Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.</b></p> <p><b>Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. “How many ___ are there?”</b></p> <p><b>Given a number from 1-20, count out that many objects.</b></p> <p>Count to 100 by ones and by tens.</p> <p>Understand the concept that each successive number name refers to a</p>	Lesson 2  Quiz  Assessments: Mid-Unit End -of-Unit	<p><b>DOK1:</b>  Practice 1:1 correspondence counting.</p> <p>Match a number to a set.</p> <p>Dominoes.</p> <p>Touch and count.</p> <p>Subitize: look and know</p> <p><b>DOK2:</b>  Draw and explain a picture of something that was counted</p> <p>Roll the dice and write the number.</p> <p>Domino write the number.</p> <p>Count and write number of objects.</p> <p>Calendar counting.</p> <p><b>DOK3:</b>  Calendar activities:number and counting patterns</p> <p><b>DOK4:</b></p>
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				quantity that is one larger.		
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K.CC.3 K.CC.4 K.CC.4a K.CC.4b K.CC.5a K.CC.5b K.CC.1 K.CC.4c	Count 4	How do we count 4?  When do we count 4?	Four Count Number One Two Three	<b>Write numbers from 0 to 20.</b> <b>Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</b>  <b>Understand the relationship between numbers and quantities up to 20: connect counting to cardinality,</b>  <b>When counting objects, say the number names in the standard order, pairing each object with one and only one object. (1:1 correspondence)</b>  <b>Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.</b>  <b>Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. “How many ___ are there?”</b>  <b>Given a number from 1-20, count out that many objects.</b>  Count to 100 by ones and by tens.  Understand the concept that each	Lesson 3  Quiz  Assessments: Mid-Unit End -of-Unit	<b>DOK1:</b> Practice 1:1 correspondence counting.  Match a number to a set.  Roll the dice games.  Dominoes.  Touch and count.  Subitize: look and know   <b>DOK2:</b> Draw and explain a picture of something that was counted  Roll the dice games.  Domino games.  Calendar activities:counting on from a number  Give a number and have students count out that many objects  <b>DOK3:</b> Calendar activities:number and counting patterns  Analyze problems to tell ways to solve real life problems: i.e., There are 10 students and 6 books, how can we solve?
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				successive number name refers to a quantity that is one larger.		<b>DOK4:</b>
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K.CC.3 K.CC.4 K.CC.4a K.CC.4b K.CC.5a K.CC.5b K.CC.1 K.CC.4c	Count 5	How do we count 5?  When do we count 5?	Five Count Number One Two Three	<p><b>Write numbers from 0 to 20.</b>  <b>Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</b></p> <p><b>Understand the relationship between numbers and quantities up to 20: connect counting to cardinality,</b></p> <p><b>When counting objects, say the number names in the standard order, pairing each object with one and only one object. (1:1 correspondence)</b></p> <p><b>Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.</b></p> <p><b>Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. “How many ___ are there?”</b></p> <p><b>Given a number from 1-20, count out that many objects.</b></p> <p>Count to 100 by ones and by tens.</p> <p>Understand the concept that each successive number name refers to a</p>	Lesson 4  Quiz  Assessments: Mid-Unit End -of-Unit	<p><b>DOK1:</b> Practice 1:1 correspondence counting.</p> <p>Match a number to a set.</p> <p>Roll the dice games.</p> <p>Dominoes.</p> <p>Touch and count.</p> <p>Subitize: look and know</p> <p><b>DOK2:</b> Draw and explain a picture of something that was counted</p> <p>Roll the dice games.</p> <p>Domino games.</p> <p>Calendar activities:counting on from a number</p> <p>Give a number and have students count out that many objects</p> <p><b>DOK3:</b> Calendar activities:number and counting patterns</p> <p>Draw and explain a picture of something that was counted</p> <p>Analyze problems to tell ways to solve real life problems:</p>
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				quantity that is one larger.		i.e., There are 10 students and 6 books, how can we solve?
K.CC.4c K.CC.6 K.CC.7 K.CC.3	Compare Within 5	<p>How do we decide that one number is more than another number?</p> <p>How do we decide that one number is less than another number?</p> <p>What does equal mean?</p> <p>How do we compare two numbers?</p> <p>How do we write numerals from 0 to 20?</p>	<p>Compare More More than Greater Greater than Less Less than Few Fewer than Equal Equal to Same as</p>	<p><b>Understand the concept that each successive number name refers to a quantity that is one larger.</b></p> <p><b>Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group.</b></p> <p><b>Note:</b> Include groups with up to ten objects.</p> <p><b>Compare two numbers between 1 and 10 presented as written numerals.</b></p> <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>	Lesson 5  Quiz  Assessments: Mid-Unit End -of-Unit	<p><b>DOK1:</b> Practice 1:1 correspondence counting.</p> <p><b>DOK2:</b> Ten frames and working with a partner to compare</p> <p><b>DOK3:</b> Roll a dot cube then build a tower and compare the height of the tower</p> <p>Analyze problems to tell ways to solve real life problems:  i.e., There are 10 students and 6 books, how can we solve?</p> <p>How do we know if there are more boys or girls in our class?</p> <p>How do we know if we have enough candy for each student to get one?</p> <p><b>DOK4:</b> Draw a picture that compares two sets of objects and explain your poster to a peer and/or</p>

						invite a guest.
K.OA.3 K.OA.5 K.CC.3 K.CC.4c K.OA.1 K.OA.2	Make 3, 4, and 5	How do we make 3?  How do we make 4?  How do we make 5?	Zero Equal Equal to Same as	<p><b>Decompose numbers less than or equal to 10 into pairs in more than one way. Record each decomposition by a drawing or equation.</b></p> <p><b>Fluently add and subtract within 5.</b></p> <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>Understand the concept that each successive number name refers to a quantity that is one larger.</p> <p>Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies.</p> <p>Add and subtract within 10. Solve addition and subtraction word problems within 10.</p>	Lesson 6  Quiz  Assessments: Mid-Unit End -of-Unit	<p><b>DOK1:</b> Practice 1:1 correspondence counting.</p> <p><b>DOK2:</b> Two sided counters center activities</p> <p>Draw and explain a picture of something that was counted</p> <p>Roll the dice games.</p> <p>Domino games.</p> <p>Calendar activities:counting on from a number</p> <p>Give a number and have students count out that many objects</p> <p><b>DOK3:</b> Using two colors, build with Unifix cubes and show the different ways to represent a number.</p> <p>Draw and explain a picture of something that was counted</p> <p><b>DOK4:</b></p>

<b>K.CC.3</b> <b>K.CC.4a</b> <b>K.CC.4b</b> <b>K.CC.5</b> <b>K.CC.1</b> <b>K.CC.4c</b>	Count 6 and 7	How do we count 6?  How do we count 7?  When do we count 6 and 7?	Six Seven Five	<p><b>Write numbers from 0 to 20.</b>  <b>Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</b></p> <p><b>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. (1:1 correspondence)</b></p> <p><b>Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.</b></p> <p><b>Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration.</b></p> <p><b>Given a number from 1-20, count out that many objects.</b></p> <p>Count to 100 by ones and tens.</p> <p>Understand the concept that each successive number name refers to a quantity that is one larger.</p>	Lesson 7  Quiz  Assessments: Mid-Unit End -of-Unit	<p><b>DOK1:</b>  Practice 1:1 correspondence counting.   Match a number to a set.   Roll the dice games.   Dominoes.   Touch and count.   Subitize: look and know</p> <p><b>DOK2:</b>  Draw and explain a picture of something that was counted   Roll the dice games.   Domino games.   Calendar activities:counting on from a number   Give a number and have students count out that many objects</p> <p><b>DOK3:</b>  Calendar activities:number and counting patterns   Analyze problems to tell ways to solve real life problems: i.e., There are 10 students and 6 books, how can we solve?</p>
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						<b>DOK4:</b>
K.OA.3 K.CC.3 K.CC.4c K.OA.1 K.OA.2	Make 6 and 7	How do we make 6?  How do we make 7?	Equal Equal to Same as	<p><b>Decompose numbers less than or equal to 10 into pairs in more than one way. Record each decomposition by a drawing or equation.</b></p> <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>Understand the concept that each successive number name refers to a quantity that is one larger.</p> <p>Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies.</p> <p>Add and subtract within 10. Solve addition and subtraction word problems within 10.</p>	Lesson 8  Quiz  Assessments: Mid-Unit End -of-Unit	<p><b>DOK1:</b> Practice 1:1 correspondence counting.  Match a number to a set.  Roll the dice games.  Dominoes.  Touch and count.  Subitize: look and know</p> <p><b>DOK2:</b> Draw and explain a picture of something that was counted  Roll the dice games.  Domino games.  Calendar activities:counting on from a number  Give a number and have students count out that many objects</p> <p><b>DOK3:</b> Calendar activities:number and counting patterns  Analyze problems to tell ways</p>

						to solve real life problems: i.e., There are 10 students and 6 books, how can we solve?  <b>DOK4:</b>
K.CC.3 K.CC.4a K.CC.4b K.CC.5 K.OA.1 K.CC.4c	Count 8 and 9	How do we count 8?  How do we count to 9?	Eight Nine Six Seven	<p><b>Write numbers from 0 to 20.</b>  <b>Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</b></p> <p><b>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. (1:1 correspondence)</b></p> <p><b>Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.</b></p> <p><b>Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer countin questions using as many as 10 objects in a scattered configuration.</b></p> <p><b>Given a number from 1-20, count out that many objects.</b></p> <p>Represent addition and subtraction</p>	Lesson 9  Quiz  Assessments: Mid-Unit End -of-Unit	<p><b>DOK1:</b> Practice 1:1 correspondence counting.  Match a number to a set.  Roll the dice games.  Dominoes.  Touch and count.  Subitize: look and know</p> <p><b>DOK2:</b> Draw and explain a picture of something that was counted  Roll the dice games.  Domino games.  Calendar activities:counting on from a number  Give a number and have students count out that many objects</p> <p><b>DOK3:</b> Calendar activities:number</p>

				<p>using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies.</p> <p>Understand the concept that each successive number name refers to a quantity that is one larger.</p>		<p>and counting patterns</p> <p>Analyze problems to tell ways to solve real life problems: i.e., There are 10 students and 6 books, how can we solve?</p> <p><b>DOK4:</b></p>
K.OA.3 K.CC.3 K.CC.4c K.OA.1 K.OA.2	Make 8 and 9	How do we make 8?  How do we make 9?	Equal Equal to Same as	<p><b>Decompose numbers less than or equal to 10 into pairs in more than one way. Record each decomposition by a drawing or equation.</b></p> <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>Understand the concept that each successive number name refers to a quantity that is one larger.</p> <p>Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies.</p> <p>Add and subtract within 10. Solve addition and subtraction word problems within 10.</p>	Lesson 10  Quiz  Assessments: Mid-Unit End -of-Unit	<p><b>DOK1:</b> Practice 1:1 correspondence counting.</p> <p>Match a number to a set.</p> <p>Roll the dice games.</p> <p>Dominoes.</p> <p>Touch and count.</p> <p>Subitize: look and know</p> <p><b>DOK2:</b> Draw and explain a picture of something that was counted</p> <p>Roll the dice games.</p> <p>Domino games.</p> <p>Calendar activities:counting on from a number</p> <p>Give a number and have students count out that many objects</p>

						<b>DOK3:</b> Calendar activities:number and counting patterns  Analyze problems to tell ways to solve real life problems: i.e., There are 10 students and 6 books, how can we solve?  <b>DOK4:</b>
K.CC.3 K.CC.4a K.CC.4b K.CC.5 K.OA.1 K.OA.4c	Count 10	How do we count 10?	Ten Six Seven Eight Nine	<p><b>Write numbers from 0 to 20.</b>  <b>Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</b></p> <p><b>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. (1:1 correspondence)</b></p> <p><b>Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.</b></p> <p><b>Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer countin questions</b></p>	Lesson 11  Quiz  Assessments: Mid-Unit End -of-Unit	<p><b>DOK1:</b> Practice 1:1 correspondence counting.</p> <p>Match a number to a set. Roll the dice games. Dominoes. Touch and count. Subitize: look and know</p> <p><b>DOK2:</b> Draw and explain a picture of something that was counted Roll the dice games. Domino games.</p> <p>Calendar activities:counting on from a number</p>

				<p><b>using as many as 10 objects in a scattered configuration.</b></p> <p><b>Given a number from 1-20, count out that many objects.</b></p> <p>Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies.</p> <p>Understand the concept that each successive number name refers to a quantity that is one larger.</p>		<p>Give a number and have students count out that many objects</p> <p><b>DOK3:</b> Calendar activities:number and counting patterns</p> <p>Analyze problems to tell ways to solve real life problems: i.e., There are 10 students and 6 books, how can we solve?</p> <p><b>DOK4:</b></p>
K.CC.4c K.CC.6 K.CC.7	Compare within 10	What do we need to do to compare numbers within 10?	Compare Equal Equal to Same as Less Less than Few Fewer than More More than Greater Greater than Ten	<p><b>Understand the concept that each successive number name refers to a quantity that is one larger.</b></p> <p><b>Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group.</b></p> <p><b>Compare two numbers between 1 and 10 presented as written numerals.</b></p>	Lesson 12  Quiz  Assessments: Mid-Unit End -of-Unit	<p><b>DOK1:</b> Practice 1:1 correspondence counting.</p> <p><b>DOK2:</b> Ten frames and working with a partner to compare</p> <p><b>DOK3:</b> Roll a dot cube then build a tower and compare the height of the tower</p> <p>Analyze problems to tell ways to solve real life problems: i.e., There are 10 students and 6 books, how can we solve?</p>

						<p>How do we know if there are more boys or girls in our class?</p> <p>How do we know if we have enough candy for each student to get one?</p> <p><b>DOK4:</b> Draw a picture that compares two sets of objects and explain your poster to a peer and/or invite a guest.</p>
K.OA.3 <b>K.OA.4</b> K.CC.3 K.CC.4c K.OA.1 K.OA.2	Make 10	How do we make 10?	Equal Equal to Same as Ten	<p><b>Decompose numbers less than or equal to 10 into pairs in more than one way. Record each decomposition by a drawing or equation.</b></p> <p><b>Find the number that makes 10 when given a number from 1 to 9. Record the answer with a drawing or equation.</b></p> <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>Understand the concept that each successive number name refers to a quantity that is one larger.</p> <p>Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out</p>	Lesson 13 Quiz  Assessments: Mid-Unit End -of-Unit	<p><b>DOK1:</b> Practice 1:1 correspondence counting.</p> <p><b>DOK2:</b> Ten frame and working with a partner. Use cards and dominoes. Use counters compare more/less. Clothespin addition. Part part whole problems</p> <p><b>DOK3:</b> Whole part part problems.</p> <p><b>DOK4:</b></p>

				situations, verbal explanations, expressions, equations or other strategies.  Add and subtract within 10. Solve addition and subtraction word problems within 10.		
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<b>Domain: Operations and Algebraic Thinking, Add and Subtract</b>						
<b>Standard</b>	<b>Topic</b>	<b>Essential Question</b>	<b>Vocabulary</b>	<b>Skills/Performance Indicators</b>	<b>Assessment</b>	<b>Activities</b>
K.OA.1 K.OA.3 K.OA.5	Understand Addition	What is addition?  How do we add?  How do we know when to add?	Add Plus  Number sentence  Total Equals Equal Equal to Same as	<b>Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies.</b>  Decompose numbers less than or equal to 10 into pairs in more than one way. Record each decomposition by a drawing or equation.  Fluently add and subtract within 5.	Lesson 14  Quiz  Assessments: Mid-Unit End -of-Unit	<b>DOK1:</b> 1-1 match. Know numbers to ten. Write numbers to ten. Practice rote counting.  <b>DOK2:</b> Unifix activities to show joining  <b>DOK3:</b> Create real life situations in which groups of objects are combined. Have students act out the word problems.  <b>DOK4:</b>

						Have students create a poster to show an addition problem using pictures and hang the pictures throughout the school.
K.OA.2 K.OA.5 K.OA.1	Add Within 5	How do we add within 5?	Add Plus Equals Total	<p><b>Add and subtract within 10. Solve addition and subtraction word problems within 10.</b></p> <p><b>Fluently add and subtract within 5.</b></p> <p>Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies.</p>	Lesson 15  Quiz  Assessments: Mid-Unit End -of-Unit	<p><b>DOK1:</b> Practice 1:1 correspondence counting. Know numbers to ten.</p> <p><b>DOK2:</b> Roll the Dice games to add.</p> <p><b>DOK3:</b> Create an addition word problem with a partner.</p> <p><b>DOK4:</b> Invite another group of students into the classroom to share our word problems and have them complete them.</p>
K.OA.1 K.OA.3 K.OA.5	Understand Subtraction	What is subtraction?  How do we subtract?  How do we	Subtract Minus Equal Equal to Same as	<p><b>Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies.</b></p>	Lesson 16  Quiz  Assessments: Mid-Unit End -of-Unit	<p><b>DOK1:</b> Practice counting to 10. Correspondence Counting Know Numbers to 10.</p>

		know when to subtract?		<p>Decompose numbers less than or equal to 10 into pairs in more than one way. Record each decomposition by a drawing or equation.</p> <p>Fluently add and subtract within 5.</p>		<p><b>DOK2:</b> Smash it math with play do, domino math, pipe cleaners with beads to move up and down.</p> <p><b>DOK3:</b> Have kids make their own flashcards and practice with partners.</p> <p><b>DOK4:</b> Create a math journal with subtraction problems and then call another class in to explain their answers.</p>
K.OA.2 K.OA.5 K.OA.1	Subtract Within 5		Equal Equal to Same Same as Subtract Minus  Number sentence	<p><b>Add and subtract within 10. Solve addition and subtraction word problems within 10.</b></p> <p><b>Fluently add and subtract within 5.</b></p> <p>Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies.</p>	Lesson 17  Quiz  Assessments: Mid-Unit End -of-Unit	<p><b>DOK1:</b> Practice counting to 10. Correspondence Counting Know Numbers to 10.</p> <p><b>DOK2:</b> Smash it math with play do, dominos, pipe cleaner with beads to move up and down,</p> <p><b>DOK3:</b></p> <p><b>DOK4:</b></p>
K.OA.2 K.OA.1	Add Within 10	How do we add within 10?	Add Plus Equals	<b>Add and subtract within 10. Solve addition and subtraction word problems within 10.</b>	Lesson 18  Quiz	<b>DOK1:</b> Practice counting to 10. Correspondence

			Number sentence Total	Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies.	Assessments: Mid-Unit End -of-Unit	Counting Know Numbers to 10.  <b>DOK2:</b> Smash it Math using playdoh, dominos,  <b>DOK3:</b>  <b>DOK4:</b> Create an addition math problem book and have students share with other classes.
K.OA.2 K.OA.1	Subtract Within 10	How do we subtract within 10?	Equals Subtract Minus	<b>Add and subtract within 10.</b> <b>Solve addition and subtraction word problems within 10.</b>  Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies.	Lesson 19  Quiz  Assessments: Mid-Unit End -of-Unit	<b>DOK1:</b> Practice counting to 10. Correspondence Counting Know Numbers  <b>DOK2:</b> Smash it math  <b>DOK3:</b>  <b>DOK4:</b>
K.OA.5 K.OA.1	Practice Facts to 5	How can we learn our facts to 5?	Plus Addend Minus Equals	<b>Fluently add and subtract within 5.</b>  Represent addition and subtraction	Lesson 20  Quiz	<b>DOK1:</b>  <b>DOK2:</b>

				using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies.	Assessments: Mid-Unit End -of-Unit	<b>DOK3:</b>  <b>DOK4:</b>
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<b>Domain: Number and Operations in Base Ten</b> <b>Counting and Cardinality</b> <b>Clusters:</b> Work with numbers 11 - 19 to gain foundations for place value. Know number names and the count sequence. Count to tell the number of objects.						
Standard	Topic	Essential Question	Vocabulary	Skills/Performance Indicators	Assessment	Activities
K.NBT.1 K.CC.2 K.CC.3 K.CC.5	Understand Teen Numbers	What are teen numbers?	Teen numbers  Eleven Twelve Thirteen Fourteen Fifteen Sixteen Seventeen Eighteen Nineteen	<b>Compose and decompose the numbers from 11 to 19 into tens ones and one, two, three, four, five, six, seven, eight, or nine ones.</b>  Count to 100 by ones beginning from any given number (instead of beginning at 1).  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).  Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions	Lesson 21  Quiz  Assessments: Mid-Unit End -of-Unit	<b>DOK1: Know numbers 1-20.</b>  <b>DOK2:</b>  <b>DOK3:</b>  <b>DOK4:</b>

				using as many as 10 objects in a scattered configuration.		
K.CC.3 K.CC.5 K.CC.1 K.CC.2 K.CC.4a K.CC.4b K.CC.4c	Count Teen Numbers	How do we count from 11 to 20?  How do we write teen numbers?	Twenty  Teen numbers  Eleven Twelve Thirteen Fourteen Fifteen Sixteen Seventeen Eighteen Nineteen	<b>Write numbers from 0 to 20.</b> <b>Represent a number of objects with a written numeral 0 to 20 (with 0 representing a count of no objects).</b>  <b>Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration.</b>  <b>Given a number from 1-20, count out that many objects.</b>  Count to 100 by ones and by tens.  Count to 100 by ones beginning from any given number (instead of beginning at 1).  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. (1:1 correspondence)  Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or	Lesson 22  Quiz  Assessments: Mid-Unit End -of-Unit	<b>DOK1:</b>  <b>DOK2:</b>  <b>DOK3:</b>  <b>DOK4:</b>

				<p>the order in which they were counted.</p> <p>Understand the concept that each successive number name refers to a quantity that is one larger.</p>		
K.NBT.1 K.CC.2 K.CC.3 K.CC.5	Make Teen Numbers	<p>How do we make teen numbers?</p> <p>How do we break apart teen numbers?</p> <p>What are number pairs for teen numbers?</p>	<p>Number bond  Teen numbers</p> <p>Eleven Twelve Thirteen Fourteen Fifteen Sixteen Seventeen Eighteen Nineteen</p>	<p><b>Compose and decompose the numbers from 11 to 19 into tens ones and one, two, three, four, five, six, seven, eight, or nine ones.</b></p> <p>Count to 100 by ones beginning from any given number (instead of beginning at 1).</p> <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration.</p>	<p>Lesson 23  Quiz  Assessments: Mid-Unit End -of-Unit</p>	<p><b>DOK1:</b> Identify numbers 0-20.</p> <p><b>DOK2:</b> Create a number bond wipe board for the students to make number bonds with teen numbers. Part - part whole and whole, part-part.</p> <p><b>DOK3:</b></p> <p><b>DOK4:</b></p>
K.CC.1 K.CC.2	Count to 100 by Tens	<p>How do we count to 100 by tens?</p> <p>Why do we count by tens?</p> <p>When would we count by tens?</p>	<p>Twenty Thirty Forty Fifty Sixty Seventy Eighty Ninety One hundred</p>	<p><b>Count to 100 by ones and by tens.</b></p> <p><b>Count to 100 by ones beginning from any given number (instead of beginning at 1).</b></p>	<p>Lesson 24  Quiz  Assessments: Mid-Unit End -of-Unit</p>	<p><b>DOK !</b></p> <p><b>DOK2:</b></p> <p><b>DOK3:</b></p>

						DOK4:
K.CC.1 K.CC.2	Count to 100 by Ones	How do we count to 100 by ones?  How do we know what number comes next when we are counting by one?	Counting numbers 21-99  Count on  Twenty Thirty Forty Fifty Sixty Seventy Eighty Ninety One hundred	<b>Count to 100 by ones and by tens.</b>  <b>Count to 100 by ones beginning from any given number (instead of beginning at 1).</b>	Lesson 25  Quiz  Assessments: Mid-Unit End -of-Unit	<b>DOK1: Count to 100 by ones and tens.</b>  <b>DOK2: Fill in missing numbers on the 1000 chart.</b>  <b>DOK3:</b>  <b>DOK4:</b>

<b>Domain: Measurement and Data</b> <b>Clusters:</b> Describe and compare measurable attributes Classify objects and count the number of objects in each category						
Standard	Topic	Essential Question	Vocabulary	Skills/Performance Indicators	Assessment	DOK1: Vocabulary  DOK2: Compare objects in the classroom and students.  DOK3:

						DOK4:
K.MD.1 K.MD.2	Compare Length	What does it mean to compare?  How do we compare lengths?  What do we use to compare lengths?	Length Height Long Longer Tall Taller Short Shorter Compare	<b>Describe measurable attributes of an object(s), such as length or weight, using appropriate vocabulary.</b>  <b>Directly compare two objects with a common measurable attribute and describe the difference.</b>	Lesson 26  Quiz  Assessments: Mid-Unit End -of-Unit	DOK1:  DOK2: Compare objects in the classroom and students.  DOK3:  DOK4:
K.MD.1 K.MD.2	Compare Weight	What does it mean to compare?  How do we compare weight?  What do we use to compare weight?	Weight Heavy Heavier Light Lighter Compare	<b>Describe measurable attributes of an object(s), such as length or weight, using appropriate vocabulary.</b>  <b>Directly compare two objects with a common measurable attribute and describe the difference.</b>	Lesson 27  Quiz  Assessments: Mid-Unit End -of-Unit	
K.MD.3	Sort Objects	What does it mean to sort?  How do we sort objects?  When do we need to sort objects?	Compare Equal Equal to Same as Few Fewer than Less Less than More More than Greater Greater than	<b>Classify objects into given categories; count the objects in each category and sort the categories by count.</b>	Lesson 28  Quiz  Assessments: Mid-Unit End -of-Unit	DOK1:  DOK2:  DOK3:  DOK4:

<b>Domain: Geometry</b> <b>Clusters:</b> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres).						
Standard	Topic	Essential Question	Vocabulary	Skills/Performance Indicators	Assessment	Activities
K.G.1 K.CC.4d	See Position and Shape	What are the names of shapes?  How do we describe where shapes are located?	Above Behind Below Beside Between By Next to In front of First Second Third Fourth Fifth Sixth Seventh Eighth Ninth Tenth Triangle Square Rectangle Circle Cone Cylinder Sphere Cube	<b>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.</b>  <b>Understand the concept of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.</b>	Lesson 29  Quiz  Assessments: Mid-Unit End -of-Unit	DOK1:  DOK2:  DOK3:  DOK 4: Create a position shape book with objects glued on it and read to another class their descriptive words to explain where the object is on each page.

K.G.2 K.G.3	Name Shapes	What are the names of “flat” shapes?  What are the name of “solid” shapes?	Flat Solid Side Corner Triangle Square Rectangle Circle Cone Cylinder Sphere Cube	<b>Name shapes regardless of their orientation or overall size.</b>  <b>Understand the difference between two-dimensional (lying in a plane, “flat”) and three-dimensional (“solid”) shapes.</b>	Lesson 30  Quiz  Assessments: Mid-Unit End -of-Unit	DOK1: Identify the names of the flat shapes- circle, square, rectangle, triangle. Identify 3D shapes - hexagon, cube, cone, cylinder, sphere.  DOK2:  DOK3:  DOK4: Create 3D shapes and build a class design with all of the shapes, Put it in the hallway to share with the school.
K.G.4	Compare Shapes	What does it mean to compare?  How do we compare shapes?	Face Flat Solid Side Corner Triangle Square Rectangle Circle Hexagon Cone Cylinder Sphere Cube	<b>Analyze, compare, and sort two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.</b>	Lesson 31  Quiz  Assessments: Mid-Unit End -of-Unit	DOK1: Identify the names of the flat shapes- circle, square, rectangle, triangle. Identify 3D shapes - hexagon, cube, cone, cylinder, sphere.  DOK2:  DOK3:  DOK4:
K.G.5 K.G.6	Build Shapes	How do we build objects	Face Flat	<b>Model objects in their environment by building</b>	Lesson 32	DOK1: Identify the names of the flat shapes- circle,

		<p>using or drawing shapes?</p> <p>How do we make larger shapes from simple shapes?</p>	<p>Solid Side Corner Triangle Square Rectangle Circle Hexagon Cone Cylinder Sphere Cube</p>	<p><b>and/or drawing shapes.</b></p> <p>Note: Students should be taught to model objects by building and drawing shapes; however, when answering a question, students can choose to model the object by building or drawing the shape.</p> <p><b>Compose larger shapes from simple shapes.</b></p>	<p>Quiz</p> <p>Assessments: Mid-Unit End -of-Unit</p>	<p>square, rectangle, triangle. Identify 3D shapes - hexagon, cube, cone, cylinder, sphere.</p> <p>DOK2:</p> <p>DOK3:</p> <p>DOK4:</p>
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