

Kindergarten - Chapter 1 - Numbers 0 to 5

Counting and Cardinality

17 days

September 8 to September 30

September 8 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 1-10	September 9 Lesson 1 Count 1, 2 & 3 Pg 11-16	September 10 District Summative Assessment SA-K-F	September 11 Lesson 2 Read & Write 1, 2 & 3 Pg 17-22	September 12 Lesson 3 Count 4 & 5 Pg 23-28
September 15 Lesson 4 Read & Write 4 & 5 Pg 29-34	September 16 Lesson 5 Read & Write Zero Pg 35-40	September 17 Check My Progress Pg 41-42	September 18 Lesson 6 Equal To Pg 43-48	September 19 Lesson 7 Greater Than Pg 49-54
September 22 Lesson 8 Less Than Pg 55-60	September 23 Lesson 9 Compare Numbers 0 to 5 Pg 61-66	September 24 Check My Progress Pg 67-68	September 25 Lesson 10 One More Pg 69-74	September 26 Lesson 11 Problem Solving: Draw a Diagram Pg 75-80
September 29 Review and Reflect Pg 81-84	September 30 CA-K-1	First Week of School Notes: For the first week of school take care of Kinder screening and DIAL 3 testing. Math instruction begins on September 8th.		

Common Core State Standards

Counting and Cardinality

Know number names and the count sequence.

3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

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.

Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

7. Compare two numbers between 1 and 10 presented as written numerals.

Chapter 1 - Vocabulary

count
 number
 zero
 one
 two
 three
 four
 five
 equal to
 greater than
 less than

What Students Should Be Able To Do

- ☆Use objects to count groups of objects 0-5.
- ☆Use number symbols to represent numbers 0-5.
- ☆Use one-to-one counting to compare equal objects in a group.
- ☆Use one-to-one counting to compare groups to find the greater amount of objects.
- ☆Use one-to-one counting to compare groups to find the lesser amount of objects.
- ☆Use one-to-one counting to find which group of objects has one more.

IXL Alignment

PRE-K

B.1, B.2, B.3, B.4, C.1, C.2, C.3, C.4

KINDERGARTEN

A.1, A.2, A.3, B.1, B.2, B.3, B.4, B.5

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision. *
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning.

Performance Task Give the students an index card with the number 0, 1, 2, 3, 4 or 5. Tell the students to find "that many" of an item around the room (blocks, dolls, crayons, etc.). Once students master these 6 have them find one more than or one less than the given index card.

Kindergarten - Chapter 2 - Numbers to 10

Counting and Cardinality

17 days

October 1 to October 24

		October 1 Am I Ready? Video Introduction My Math Words Foldables Activity <i>Pg 85-92</i>	October 2 Lesson 1 Numbers 6 and 7 <i>Pg 93-98</i>	October 3 Lesson 2 Number 8 <i>Pg 99-104</i>
October 6 Lesson 3 Read & Write 6, 7 & 8 <i>Pg 105-110</i>	October 7 Lesson 4 Number 9 <i>Pg 111-116</i>	October 8 Check My Progress <i>Pg 117-118</i>	October 9 Lesson 5 Number 10 <i>Pg 119-124</i>	October 10 INSERVICE DAY
October 13 Catch Up Day	October 14 Lesson 6 Read and Write 9 & 10 <i>Pg 125-130</i>	October 15 Lesson 7 Problem Solving: Act It Out <i>Pg 131-136</i>	October 16 Lesson 8 Compare Numbers 0 to 10 <i>Pg 137-142</i>	October 17 Check My Progress <i>Pg 143-144</i>
October 20 Lesson 9 One More With Numbers to 10 <i>Pg 145-150</i>	October 21 Lesson 10 Ordinal Numbers to Fifth <i>Pg 151-156</i>	October 22 Lesson 11 Ordinal Numbers to Tenth <i>Pg 157-162</i>	October 23 Review and Reflect <i>Pg 163-168</i>	October 24 CA-K-2

Common Core State Standards

Counting and Cardinality

Know number names and the count sequence.

3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

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.

Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

7. Compare two numbers between 1 and 10 presented as written numerals.

Chapter 2 - Vocabulary

six
seven
eight
nine
ten
ordinal number

What Students Should Be Able To Do

- ☆Use objects to count groups of objects to 10.
- ☆Use number symbols to represent numbers 6-10.
- ☆Use one-to-one counting to find which group of objects has one more.
- ☆Compare objects using one-to-one correspondence.
- ☆Write the number that tells how many objects are in a group. Compare those numbers to tell which is equal to, greater than or less than the other number.

IXL Alignment

PRE-K

D.1, D.2, D.3, D.4

KINDERGARTEN

C.1, C.2, C.3, C.4, C.5, C.6, C.7, C.8, C.9, C.10, C.11

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically.
- 6) Attend to precision. *
- 7) Look for and make use of structure. *
- 8) Look for and express regularity in repeated reasoning.

Performance Task

Kindergarten - Chapter 8 - Measurement

Measurement and Data

10 days

October 27 to November 7

October 27 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 479-488	October 28 Lesson 1 Compare Length Pg 489-494	October 29 Lesson 2 Compare Height Pg 495-500	October 30 Lesson 3 Problem Solving: Guess, Check and Revise Pg 501-506	October 31 Check My Progress Pg 507-508
November 3 Lesson 4 Compare Weight Pg 509-514	November 4 Lesson 5 Describe Length, Height and Weight Pg 515-520	November 5 Lesson 6 Compare Capacity Pg 521-526	November 6 Review and Reflect Pg 527-530	November 7 CA-K-8

Common Core State Standards

Measurement and Data

Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

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. For example, directly compare the heights of two children and describe one child as taller/shorter. Classify objects and count the number of objects in each category.

Chapter 8 - Vocabulary

length		
shorter		taller
height		
longer		shorter
weight		
lighter		heavier
holds less		capacity
		holds more

What Students Should Be Able To Do

- ☆ Compare objects by length. Identify which is shorter and which is longer.
- ☆ Use pictures or models to determine height as being taller or shorter.
- ☆ Use pictures or models to determine the weight of an object as heavier than or lighter than another object.
- ☆ Use pictures or models to determine the capacity of one container compared to another container, seeing which holds more or holds less.

IXL Alignment

PRE-K
 I.1, I.2, I.3, I.4, I.5, I.6

KINDERGARTEN
 Q.1, Q.2, Q.3, Q.4, Q.5

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively.
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision. *
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning.

Performance Task

Kindergarten - Chapter 9 - Classify Objects

Measurement and Data

11 days

November 10 to December 3

November 10 TEACHER INSERVICE	November 11 HOLIDAY	November 12 Am I Ready? Video Introduction My Math Words Foldables Activity <i>Pg 531-538</i>	November 13 Lesson 1 Alike and Different <i>Pg 539-544</i>	November 14 Lesson 2 Problem Solving: Use Logical Reasoning <i>Pg 545-550</i>
November 17 Lesson 3 Sort by Size <i>Pg 551-556</i>	November 18 Check My Progress <i>Pg 557-558</i>	November 19 Lesson 4 Sort by Shape <i>Pg 559-564</i>	November 20 Lesson 5 Sort by Count <i>Pg 565-570</i>	November 21 Catch Up Day
December 1 Catch Up Day	December 2 Review and Reflect <i>Pg 571-574</i>	December 3 CA-K-9		

Common Core State Standards

Measurement and Data

Describe and compare measurable attributes.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Chapter 9 - Vocabulary

alike
different
sort
size
shape

What Students Should Be Able To Do

- ☆Observe a group of objects and decide which objects are alike.
- ☆Observe a group of objects and decide which objects are different.
- ☆Observe objects or pictures and put objects in groups based on a given attribute.
- ☆Observe objects or pictures and put objects in groups based on size only.
- ☆Observe objects or pictures and put objects in groups based on shape only.
- ☆Count the number of objects in groups and sort the groups by count.

IXL Alignment

PRE-K

H.1, H.2, H.3, H.4

KINDERGARTEN

N.1, N.2, N.3, N.4, N.5

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically.
- 6) Attend to precision. *
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning.

Performance Task

Kindergarten - Chapter 10 - Position

Geometry

9 days

December 4 to December 19

			December 4 Am I Ready? Video Introduction My Math Words Foldables Activity <i>Pg 575-582</i>	December 5 Lesson 1 Above and Below <i>Pg 583-588</i>
December 8 Lesson 2 In Front Of and Behind <i>Pg 589-594</i>	December 9 Check My Progress <i>Pg 595-596</i>	December 10 Lesson 3 Next To and Beside <i>Pg 597-602</i>	December 11 Lesson 4 Problem Solving: Act It Out <i>Pg 603-608</i>	December 12 Catch Up Day
December 15 Review and Reflect <i>Pg 609-612</i>	December 16 CA-K-10	December 17 Catch Up Day OR Preteach Counting to 100 by 1's and/or 10's	December 18 Catch Up Day OR Preteach Counting to 100 by 1's and/or 10's	December 19 MERRY CHRISTMAS!!

Common Core State Standards

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

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.

Chapter 10 - Vocabulary

above
below
in front of
behind
next to
beside

What Students Should Be Able To Do

- ☆Tell that an object is above another object.
- ☆Tell that an object is below another object.
- ☆Tell if an object is in front of another object.
- ☆Tell if an object is behind another object.
- ☆Tell if an object is next to another object.
- ☆Tell if an object is beside another object.

IXL Alignment

PRE-K

G.1, G.2, G.3, G.4, G.5

KINDERGARTEN

K.1, K.2, K.3, K.4, K.5

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively.
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically.
- 6) Attend to precision. *
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning.

Performance Task

Kindergarten - Chapter 3 - Numbers Beyond 10

Counting and Cardinality

20 days

January 5 to January 30

January 5 WORK DAY	January 6 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 169-178	January 7 Lesson 1 Numbers 11 and 12 Pg 179-184	January 8 Lesson 2 Numbers 13 and 14 Pg 185-190	January 9 Lesson 3 Number 15 Pg 191-196
January 12 Lesson 4 Numbers 16 and 17 Pg 197-202	January 13 Check My Progress Pg 203-204	January 14 Lesson 5 Numbers 18 and 19 Pg 205-210	January 15 Lesson 6 Number 20 Pg 211-216	January 16 Lesson 7 Problem Solving: Draw A Diagram Pg 217-222
January 19 HOLIDAY	January 20 Check My Progress Pg 223-224	January 21 Lesson 8 Count to 50 by Ones Pg 225-230	January 22 Lesson 8 Count to 50 by Ones (Additional Practice)	January 23 Lesson 9 Count to 100 by Ones Pg 231-236
January 26 Lesson 9 Count to 100 by Ones (Additional Practice)	January 27 Lesson 10 Count to 100 by Tens Pg 237-242	January 28 Lesson 10 Count to 100 by Tens (Additional Practice)	January 29 Review and Reflect Pg 243-248	January 30 CA-K-3

Common Core State Standards

Counting and Cardinality

Know number names and the count sequence.

- Count to 100 by ones and by tens.
- Count forward beginning from a given number within the known sequence (instead of having to begin 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).

Count to tell the number of objects.

- Understand the relationship between numbers and quantities; connect counting to cardinality.
 - 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.
 - 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.
 - Understand that each successive number name refers to a quantity that is one larger.
- 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.

Chapter 3 - Vocabulary

eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty

What Students Should Be Able To Do

- ☆Use number symbols to represent numbers 1-20.
- ☆Use objects to count groups of objects 11-20.
- ☆Count to 100 by ones.
- ☆Count to 100 by tens.

IXL Alignment

PRE-K

E.1, E.2, E.3, E.4

KINDERGARTEN

D.1, D.2, D.3, D.4, D.5, D.6, D.7, D.8, D.9, D.10, D.11,
E.1, E.2, E.3, E.4, E.5, F.3

Standards for Mathematical Practice

- Make sense of problems and persevere in solving them. *
- Reason abstractly and quantitatively. *
- Construct viable arguments and critique the reasoning of others. *
- Model with mathematics. *
- Use appropriate tools strategically.
- Attend to precision. *
- Look for and make use of structure. *
- Look for and express regularity in repeated reasoning.

Performance Task

Kindergarten - Chapter 4 - Compose & Decompose Numbers to 10

Operations and Algebraic Thinking

19 days

February 2 to February 27

February 2 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 249-256	February 3 Lesson 1 Make 4 and 5 Pg 257-262	February 4 Lesson 2 Take Apart 4 and 5 Pg 263-268	February 5 Lesson 3 Make 6 and 7 Pg 269-274	February 6 Lesson 4 Take Apart 6 and 7 Pg 275-280
February 9 Lesson 5 Problem Solving: Act It Out Pg 281-286	February 10 Check My Progress Pg 287-288	February 11 Lesson 6 Make 8 and 9 Pg 289-294	February 12 Lesson 7 Take Apart 8 and 9 Pg 295-300	February 13 Lesson 8 Make 10 Pg 301-306
February 16 HOLIDAY	February 17 Lesson 9 Take Apart 10 Pg 307-312	February 18 Catch Up Day	February 19 Review and Reflect Pg 313-316	February 20 CA-K-4
February 23 Performance Task 1 Counting Objects *Lesson Plan, Task & Rubric are on the wiki	February 24 Performance Task 1 Counting Objects *Lesson Plan, Task & Rubric are on the wiki	February 25 Performance Task 1 Counting Objects *Lesson Plan, Task & Rubric are on the wiki	February 26 Catch Up Day	February 27 Catch Up Day

Common Core State Standards

Operations and Algebraic Thinking

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

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

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 $5 = 4 + 1$).

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.

Chapter 4 - Vocabulary

(ONLY REVIEW VOCABULARY)

four
 five
 six
 seven
 eight
 nine
 ten

What Students Should Be Able To Do

- ☆Join two groups of objects to make a number from 4 to 10. Write the numbers that represent those two groups.
- ☆Take apart two groups of objects from a given number of objects from 4 to 10. Write the numbers that represent those two groups.

IXL Alignment

KINDERGARTEN

I.1, I.2, I.3, I.4, I.5, I.6, J.1, J.2, J.3, J.4, J.5, J.6
 Also used in Chapter 5 and Chapter 6.

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision. *
- 7) Look for and make use of structure. *
- 8) Look for and express regularity in repeated reasoning.

Performance Task

Kindergarten - Chapter 5 - Addition

Operations and Algebraic Thinking

12 days

February 23 to March 20

March 2 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 317-324	March 3 Lesson 1 Addition Stories Pg 325-330	March 4 GRADING DAY	March 5 CONFERENCES	March 6 CONFERENCES
March 9 Lesson 2 Use Objects to Add Pg 331-336	March 10 Check My Progress Pg 337-338	March 11 Lesson 3 Use the + Symbol Pg 339-344	March 12 Lesson 4 Use the = Symbol Pg 345-350	March 13 Catch Up Day
March 16 Lesson 5 How Many in All? Pg 351-356	March 17 Lesson 6 Problem Solving: Write a Number Sentence Pg 357-362	March 18 Lesson 7 Add to Make 10 Pg 363-368	March 19 Review and Reflect Pg 369-374	March 20 CA-K-5
Spring Break!				

Common Core State Standards

Operations and Algebraic Thinking

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

1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
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.
5. Fluently add and subtract within 5.

Chapter 5 - Vocabulary

join
in all
add
plus sign +
equals sign =

What Students Should Be Able To Do

- ☆Use objects to represent addition and to act out the problem.
- ☆Use a plus sign and an equals sign to record addition.
- ☆Use numbers 1 - 9 multiple ways to make 10.

IXL Alignment

KINDERGARTEN

I.1, I.2, I.3, I.4, I.5, I.6

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision. *
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning.

Performance Task

Kindergarten - Chapter 6 - Subtraction

Operations and Algebraic Thinking

12 days

March 31 to April 15

March 30 WORK DAY	March 31 Catch Up Day	April 1 Am I Ready? Video Introduction My Math Words Foldables Activity <i>Pg 375-382</i>	April 2 Lesson 1 Subtraction Stories <i>Pg 383-388</i>	April 3 Lesson 2 Use Objects to Subtract <i>Pg 389-394</i>
April 6 Check My Progress <i>Pg 395-396</i>	April 7 Lesson 3 Use the - Symbol <i>Pg 397-402</i>	April 8 Lesson 4 Use the = Symbol <i>Pg 403-408</i>	April 9 Lesson 5 How Many Are Left? <i>Pg 409-414</i>	April 10 Lesson 6 Problem Solving: Write a Number Sentence <i>Pg 415-420</i>
April 13 Lesson 7 Subtract to Take Apart 10 <i>Pg 421-426</i>	April 14 Review and Reflect <i>Pg 427-432</i>	April 15 CA-K-6		

Common Core State Standards

Operations and Algebraic Thinking
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
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 $5 = 4 + 1$).
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.
5. Fluently add and subtract within 5.

Chapter 6 - Vocabulary

take away
are left
subtract
minus sign -

What Students Should Be Able To Do

- ☆Use objects to represent subtraction and to act out the problem.
- ☆Use a minus sign and an equals sign to record subtraction.
- ☆Use multiple equations within 5.
- ☆Use multiple ways to tell how many are left in a group of 10 when an amount is separated.

IXL Alignment

KINDERGARTEN
J.1, J.2, J.3, J.4, J.5, J.6

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision. *
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning.

Performance Task

Kindergarten - Chapter 7 - Compose & Decompose Numbers 11 to 19

Numbers and Operations in Base Ten

9 days

April 16 to April 28

			April 16 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 433-442	April 17 Lesson 1 Make Numbers 11 to 15 Pg 443-448
April 20 Lesson 2 Take Apart Numbers 11 to 15 Pg 449-454	April 21 Lesson 3 Problem Solving: Make a Table Pg 455-460	April 22 Check My Progress Pg 461-462	April 23 Lesson 4 Make Numbers 16 to 19 Pg 463-468	April 24 Lesson 5 Take Apart Numbers 16 to 19 Pg 469-474
April 27 Review and Reflect Pg 475-478	April 28 CA-K-7			

Common Core State Standards

Number and Operations in Base Ten
 Work with numbers 11–19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Chapter 7 - Vocabulary

(ONLY REVIEW VOCABULARY)

eleven
 twelve
 thirteen
 fourteen
 fifteen
 sixteen
 seventeen
 eighteen
 nineteen

What Students Should Be Able To Do

☆Use ten-frames to determine how to make numbers 11 - 19.
 ☆Use ten-frames to determine how to take apart numbers 11 - 19.

IXL Alignment

KINDERGARTEN - NONE

1ST GRADE
 B.10, B.16, D.11, F.5

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively. *
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically.
- 6) Attend to precision. *
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning. *

Performance Task

Kindergarten - Chapter 11 - Two-Dimensional Shapes

Geometry

13 days

April 29 to May 15

		April 29 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 613-622	April 30 Lesson 1 Squares and Rectangles Pg 623-628	May 1 Lesson 2 Circles and Triangles Pg 629-634
May 4 Lesson 3 Squares, Rectangles, Triangles and Circles Pg 635-640	May 5 Lesson 4 Hexagons Pg 641-646	May 6 Check My Progress Pg 647-648	May 7 Lesson 5 Shapes and Patterns Pg 649-654	May 8 Lesson 6 Shapes and Position Pg 655-660
May 11 Lesson 7 Combine Shapes to Make New Shapes Pg 661-666	May 12 Lesson 8 Problem Solving: Use Logical Reasoning Pg 667-672	May 13 Lesson 9 Model Shapes in the World Pg 673-678	May 14 Review and Reflect Pg 679-682	May 15 CA-K-11

Common Core State Standards

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

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.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

Chapter 11 - Vocabulary

square
rectangle
vertex
side
circle
round
triangle
straight
hexagon

What Students Should Be Able To Do

- ☆Identify shape and say its name.
- ☆Model shapes in the world by building shapes.
- ☆Identify shapes by their attributes.
- ☆Form larger shapes from simple shapes.

IXL Alignment

PRE-K

A.1, A.2

KINDERGARTEN

S.1, S.2, S.3, S.5, S.6

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively.
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically. *
- 6) Attend to precision. *
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning.

Performance Task

Kindergarten - Chapter 12 - Three-Dimensional Shapes

Geometry

9 days

May 18 to June 2

May 18 Am I Ready? Video Introduction My Math Words Foldables Activity Pg 683-692	May 19 Lesson 1 Spheres and Cubes Pg 693-698	May 20 Lesson 2 Cylinders and Cones Pg 699-704	May 21 Lesson 3 Compare Solid Shapes Pg 705-710	May 22 GRADING DAY
May 25 HOLIDAY	May 26 Check My Progress Pg 711-712	May 27 Lesson 4 Problem Solving: Act It Out Pg 713-718	May 28 Lesson 5 Model Solid Shapes in Our World Pg 719-724	May 29 Review and Reflect Pg 725-728
June 1 Catch Up Day	June 2 CA-K-12			

**Following Chapter 12 please give the summative assessment at your convenience, thank you!
Submit common and summative assessment scores.**

Common Core State Standards

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

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.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

Chapter 12 - Vocabulary

sphere
cube
cylinder
cone
roll
stack
slide

What Students Should Be Able To Do

- ☆Use attributes to identify a sphere.
- ☆Use attributes to identify a cube.
- ☆Use attributes to identify a cylinder.
- ☆Use attributes to identify a cone.
- ☆Use attributes to compare spheres, cubes, cylinders and cones.
- ☆Use attributes of solid shapes to determine the shape of a real-world object.

IXL Alignment

PRE-K
A.3

KINDERGARTEN
S.3, S.4

Standards for Mathematical Practice

- 1) Make sense of problems and persevere in solving them. *
- 2) Reason abstractly and quantitatively.
- 3) Construct viable arguments and critique the reasoning of others. *
- 4) Model with mathematics. *
- 5) Use appropriate tools strategically.
- 6) Attend to precision. *
- 7) Look for and make use of structure. *
- 8) Look for and express regularity in repeated reasoning.

Performance Task