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# CAMP HILL SCHOOL DISTRICT

**Kindergarten: Math Standards for Numbers and Operations**

**DOMAIN (MATH CONTENT):**

Counting and Cardinality

**Standards for Mathematical Practice:**

Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically. Look for and make use of structure.

Reason abstractly and quantitatively. Model with mathematics.

Attend to precision. Look for and make sense of regularity in repeated reasoning.

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| **Essential Questions**  1. Can I identify numbers?  Can I write my numbers?  How high can I count?  2. Can I point and count objects in order?  3. How do I know if a number is more or less than another number? | **CC Focus for Instruction**  1. Know number names and write and recite the count sequence.  2. Apply one-to-one correspondence to count the number of object.  3. Apply the concept of magnitude to compare numbers and quantities. | **Planned Learning Experiences/**  **Instructional Strategies**  1-3.  **Direct instruction**-large group lesson, modeling, daily routine using the giant number cards and number parade, read alouds, Smartboard, calendar, vocabulary.  **Guided practice**-math mats, daily routine, worksheets, whole group lesson, Smartboard activities, read alouds, manipulatives, group discussion (math talk), calendar, laptops.  **Collaborative practice**-math centers, individual seat work, Smartboard, hands on activities, workshop, math mats, daily routine, laptops.  **Independent practice**-individual seat work, math centers, Smartboard, math mats, self checking skills, workshop, hands on activities, laptops | **Assessments**  1-3.  Checklists  Formal and informal observation  Self-checking  One-to-one assessment  End-of-the-year math assessment  Performance tasks  Teacher created assessments | **Resources**  Starfall  Math Lingo  Math mats  120 chart/penny chart  Giant number cards  Number parade  Worksheets  Manipulatives  Smartboard  Books (Anno’s Counting Book)  Calendar  Estimation bottle |

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# CAMP HILL SCHOOL DISTRICT

**Kindergarten: Math Standards for Numbers and Operations**

**DOMAIN (MATH CONTENT):**

Number and Operations in Base Ten

**Standards for Mathematical Practice:**

Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically. Look for and make use of structure.

Reason abstractly and quantitatively. Model with mathematics.

Attend to precision. Look for and make sense of regularity in repeated reasoning.

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| **Essential Questions**  1. How can I use groups of tens and ones to show a number? | **CC Focus for Instruction**  1. Use place value to compose and decompose numbers within 19. | **Planned Learning Experiences/**  **Instructional Strategies**  **Direct instruction**-large group lesson, modeling, daily routine using the giant number cards and number parade, read alouds, Smartboard, calendar, vocabulary.  **Guided practice**-math mats, daily routine, worksheets, whole group lesson, Smartboard activities, read alouds, manipulatives, group discussion (math talk), calendar, laptops.  **Collaborative practice**-math centers, individual seat work, Smartboard, hands on activities, workshop, math mats, daily routine, laptops.  **Independent practice**-individual seat work, math centers, Smartboard, math mats, self checking skills, workshop, hands on activities, laptops | **Assessments**  1.  Checklists  Formal and informal observation  Self-checking  One-to-one assessment  End-of the-year math assessment  Performance tasks  Teacher created assessments | **Resources**  Starfall  Math Lingo  Math mats  120 chart/penny chart  Giant number cards  Number parade  Worksheets  Manipulatives  Graphic organizers  Smartboard  Books  Charts |

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# CAMP HILL SCHOOL DISTRICT

**Kindergarten: Math Standards for Algebraic Concepts**

**DOMAIN (MATH CONTENT):**

Operations and Algebraic Concepts

**STANDARDS FOR MATHEMATICAL PRACTICE:**

Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically. Look for and make use of structure.

Reason abstractly and quantitatively. Model with mathematics.

Attend to precision. Look for and make sense of regularity in repeated reasoning.

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| **Essential Questions**  1.How do I add numbers?  How do I subtract numbers? | **CC Focus for Instruction**  1. Extend the concepts of putting together and taking apart to add and subtract within 10. | **Planned Learning Experiences/**  **Instructional Strategies**  **Direct instruction**-large group lesson, modeling, daily routine using the giant number cards and number parade, read alouds, Smartboard, calendar, vocabulary.  **Guided practice**-math mats, daily routine, worksheets, whole group lesson, Smartboard activities, read alouds, manipulatives, group discussion (math talk), calendar, laptops.  **Collaborative practice**-math centers, individual seat work, Smartboard, hands on activities, workshop, math mats, daily routine, laptops.  **Independent practice**-individual seat work, math centers, Smartboard, math mats, self checking skills, workshop, hands on activities, laptops | **Assessments**  1-2.  Checklists  Formal and informal observation  Self-checking  One-to-one assessment  End-of-the-year math assessment  Performance tasks  Teacher created assessments | **Resources**  Starfall  Math Lingo  Math mats  120 chart/penny chart  Giant number cards  Number parade  Worksheets  Manipulatives  Graphic organizers  Smartboard  Books |

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# CAMP HILL SCHOOL DISTRICT

**Kindergarten: Math Standards for Geometry**

**DOMAIN (MATH CONTENT):**

Geometry

**STANDARDS FOR MATHEMATICAL PRACTICE:**

Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically. Look for and make use of structure.

Reason abstractly and quantitatively. Model with mathematics.

Attend to precision. Look for and make sense of regularity in repeated reasoning.

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| **Essential Questions**  1. How can I identify and describe a two-dimensional shape?  How can I identify and describe a three-dimensional shape?  2. How can I make a two and three -dimensional shape?  How can I show how two and three-dimensional shapes are alike and different? | **CC Focus for Instruction**  1. Identify and describe two-and-three-dimensional shapes.  2. Analyze, compare, create, and compose two- and three- dimensional shapes. | **Planned Learning Experiences/**  **Instructional Strategies**  **Direct instruction**-large group lesson, modeling, read alouds, Smartboard, calendar, vocabulary  **Guided practice**- worksheets, whole group lesson, Smartboard activities, read alouds, manipulatives, group discussion (math talk), calendar, laptops.  **Collaborative practice**-math centers, individual seat work, Smartboard, hands on activities, workshop, laptops.  **Independent practice**-individual seat work, math centers, Smartboard, self-checking skills, workshop, hands on activities, laptops | **Assessments**  1-2.  Checklists  Formal and informal observation  Self-checking  One-to-one assessment  End-of-the-year math assessment  Performance tasks  Teacher created assessments | **Resources**  Starfall  Math Lingo  Worksheets  Manipulatives  Charts  Graphic organizers  Smartboard  Books |

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# CAMP HILL SCHOOL DISTRICT

**Kindergarten: Math Standards for Data Analysis and Probability**

**DOMAIN (MATH CONTENT):**

Measurement and Data

**STANDARDS FOR MATHEMATICAL PRACTICE:**

Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically. Look for and make use of structure.

Reason abstractly and quantitatively. Model with mathematics.

Attend to precision. Look for and make sense of regularity in repeated reasoning.

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| **Essential Questions**  1. How can I use objects in my environment to help me measure and compare?  2. How can I use attributes to sort objects?  How can I count objects in a group?  3.How can I tell time to the hour using different clocks?  4. What is a penny, nickel and dime?  What is the value of a penny, nickel and dime? | **CC Focus for Instruction**  1. Describe and compare attributes of length, area, weight, and capacity of everyday objects.  2. Classify objects and count the numbers of objects in each category.  3. Tell and write the time to the nearest hour using both analog and digital clocks.  4. Recognize and identify value of penny, nickel and dime. | **Planned Learning Experiences/**  **Instructional Strategies**  1-3.  **Direct instruction**-large group lesson, modeling, read alouds, Smartboard, vocabulary, math mats (money).  **Guided practice**- worksheets, whole group lesson, Smartboard activities, read alouds, math mats (money), manipulatives, group discussion (math talk), laptops.  **Collaborative practice**-math centers, individual seat work, Smartboard, hands on activities, workshop, laptops, math mats (money).  **Independent practice**-individual seat work, math centers, Smartboard, self-checking skills, workshop, hands on activities, laptops, math mats (money) | **Assessments**  1-2.  Checklists  Formal and informal observation  Self-checking  One-to-one assessment  End-of-the-year math assessment  Performance tasks  Teacher created assessments | **Resources**  Bucket balance, measuring tape nonstandard and standard units.  Starfall  Math Lingo  Worksheets  Manipulatives  Charts  Graphic organizers  Smartboard  Book  Record player  Clocks  Plastic/real money  Junior Achievement  Math mats-penny, nickel and dime strips |