

Kindergarten Mathematics

Curriculum/Content Area: Mathematics	Course Length: School Year
Course Title: Kindergarten Mathematics	Date last reviewed: February 2nd, 2016 Previous Kindergarten UbD
Prerequisites: NA	Board approval date: TBD
Primary Resource: Bridges in Mathematics	

Desired Results

Course description and purpose: This framework for improving student learning focuses on high-quality math standards. It provides teachers with a clear set of math concepts and skills for students to understand and be able to do by the end of the school year.

Mathematical Practice Standards		
<p>The Standards for Mathematical Practice are central to the teaching and learning of mathematics. These practices describe the behaviors and habits of mind that are exhibited by students who are mathematically proficient. Mathematical understanding is the intersection of these practices and mathematics content. It is critical that the Standards for Mathematical Practice are embedded in daily mathematics instruction.</p>		
Mathematical Practice Standards	Grade Level Explanation	
Habits of Mind	MP.1 Make sense of problems and persevere in solving them	Using both verbal and nonverbal means, K students begin to explain to themselves and others the meaning of a problem, look for ways to solve it, and determine if their thinking makes sense.
	MP.6 Attend to precision.	K students express ideas and reasoning using words, with an expanding mathematical vocabulary. Students become increasingly precise in communications, calculations, and measurements.
Reasoning & Explaining	MP.2 Reason abstractly and quantitatively.	K students begin to use numerals to represent quantity. They begin to draw pictures, use objects, diagrams and charts to express joining and separating situations. They begin to understand how symbols (+, -, =) are used.
	MP.3 Construct viable arguments and critique the reasoning of others.	K students begin to clearly express their math thinking through both verbal and written representations. They learn to express their opinions and listen to others as they describe their reasoning.
Modeling & Using Tools	MP.4 Model with mathematics.	K students begin to represent real-life problems in multiple ways such as with numbers, drawings, objects, acting out, charts, lists, and number sentences.
	MP.5 Use appropriate tools strategically.	K students explore various tools (3D solids, linking cubes, ten frames, number racks) and technology

		resources (virtual manipulatives, apps, interactive websites) to explore mathematical concepts. They are able to decide which tools are most helpful to solve problems or complete tasks.
Seeing Structure & Generalizing	MP.7 Look for and make use of structure.	K students look for patterns and structures in the number system. (5 can be broken down into sub parts, such as 4 and 1 or 3 and 2, and still remain a total of 5)
	MP.8 Look for and express regularity in repeated reasoning.	K students make generalizations about shapes and numbers. Presented with patterned sequences of objects, pictures, or numbers, they begin to make predictions based on the available information.

Priority Standard Clusters

K.CC.A Know number names and the count sequence.

- K.CC.A.1 Count to 100 by ones and by tens.
- K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1.)
- K.CC.A.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.)

K.CC.B Count to tell the number of objects.

- K.CC.B.4 Understand the relationship between numbers and quantities, connect counting to cardinality.
- K.CC.B.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.
- K.CC.B.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.
- K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.
- K.CC.B.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.

K.CC.C Compare Numbers

- K.CC.C.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.
- K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

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

- K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- 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.
- K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- 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.
- K.OA.5 Fluently add and subtract within 5.

K.NBT Work with numbers 11-19 to gain foundations for place value.

- 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.

Supporting Standard Clusters

K.MD.A Describe and compare measurable attributes.

- K.MD.1 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. For example, directly compare the heights of two children and describe one child as taller/shorter.

K.MD.B Classify objects and count the number of objects in each category.

- K.MD.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count.

K.G Identify and describe shapes.

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

K.G.B Analyze, compare, create, and compose shapes.

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

Unit 1 - Numbers to Five & Ten

Unit Overview: Kindergarteners begin their formal study of mathematics by focusing on the counting sequence to 20 and quantities to 10. Setting up strong structures and routines are also important when beginning your instruction.

Unit Standards

Priority Standards

K.CC.A Know number names and the count sequence.

- K.CC.A.1 Count to 100 by ones and by tens.
- K.CC.A.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.)

K.CC.B Count to tell the number of objects.

- K.CC.B.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.
- K.CC.B.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.
- K.CC.B.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.

K.CC.C Compare Numbers

- K.CC.C.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.

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

- K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

Learning Targets

Kindergarten Priority Standards:

Mathematical Practice Standard Connections		
Habits of Mind	MP.1	MP.6 <ul style="list-style-type: none"> Module 1, Sessions 1-5 Module 2, Sessions 1-5 Module 3, Sessions 1-6 Module 4, Sessions 1-4
Reasoning & Explaining	MP.2 <ul style="list-style-type: none"> Module 1, Session 5 	MP.3
Modeling & Tools	MP.4	MP.5 <ul style="list-style-type: none"> Module 1, Session 1 Module 1, Session 2
Seeing Structure & Generalizing	MP.7 <ul style="list-style-type: none"> Module 1, Session 3 Module 1, Session 4 Module 2, Session 1-5 Module 3, Session 1-6 Module 4, Session 1-4 	MP.8

Kindergarten Priority Standards:

- I count to 100. (K.CC.A.1)
 - Module 1 All Sessions (1-5)
- I count to 100 by tens. (K.CC.A.1)
 - Module 1 Session 3 Five Shoes
- I write numbers from 0 to 20. (K.CC.A.3)
 - Module 2 Session 4 Numerals 1 to 5
 - Module 3 Session 3 Work Place 1H Which Numeral Will Win?
- I represent the number of objects in a group with the written number. (K.CC.A.3)
 - Module 2 Session 4 Numerals 1 to 5
- I count objects aloud, pairing each object with the numeral. (K.CC.B.4a)
 - Module 1 All Sessions (1-5)
 - Module 2 All Sessions (1-5)
 - Module 3 Session 1 Terrific Tens
 - Module 3 Session 2 How Many Dots? Part 1
 - Module 3 Session 3 How Many Dots? Part 2
 - Module 3 Session 4 Beat You to Five
 - Module 3 Session 5 Work Place 1G Beat You to Five
- I demonstrate my understanding that the last number name that I say when counting a group of objects tells me how many total objects I have. (K.CC.B.4b)
- I explain why a number of objects remains the same regardless of the arrangement. (K.CC.B.4b)
 - Module 1 All Sessions (1-5)
 - Module 2 All Sessions (1-5)
 - Module 3 Session 1 Terrific Tens
 - Module 3 Session 2 How Many Dots? Part 1
 - Module 3 Session 3 How Many Dots? Part 2
 - Module 3 Session 4 Beat You to Five
 - Module 3 Session 5 Work Place 1G Beat You to Five
- I count to answer "how many?" questions for up to 20 objects arranged in many ways (in a line, in a

rectangular array, in a circle, in a scattered configuration). (K.CC.B.5)

- Module 1 Session 3 Five Shoes
- Module 1 Session 4 Ten Shoes
- Module 1 Session 5 All Shoes
- Module 2 Session 1 Shoes to Toes
- Module 2 Session 2 Fabulous Fives
- Module 2 Session 3 Fives with Fingers
- Module 2 Session 4 Numerals 1 to 5
- Module 3 Session 1 Terrific Tens
- Module 3 Session 2 How Many Dots? Part 1
- Module 3 Session 3 How Many Dots? Part 2
- I count out a given number (0- 20) of objects. (K.CC.B.5)
 - Module 3 Session 4 Beat You to Five
 - Module 3 Session 5 Work Place 1G Beat You to Five
- I identify the number of objects in one group is greater than, less than, or equal to the number of objects in another group. I can describe the results. (K.CC.C.6)
 - Module 1 Session 2 Two Shoes
 - Module 1 Session 3 Five Shoes
 - Module 1 Session 4 Ten Shoes
 - Module 1 Session 5 All Shoes
 - Module 3 Session 4 Beat You to Five
 - Module 3 Session 5 Work Place 1G Beat You to Five
- I decompose numbers less than or equal to 10 into pairs in more than one way. (K.OA.3)
- I decompose numbers less than or equal to 10 and record each decomposition by a drawing or equation. (K.OA.3)
 - Module 2 All Sessions (1-5)
 - Module 3 Session 4 Beat You to Five
 - Module 3 Session 5 Work Place 1G Beat You to Five

Assessment Evidence

Performance Assessment Options

- Bridges Unit Checkpoints
- Quarterly Assessments

Other Assessment Options

- Bridges Unit Observational Assessments
- Student Work Samples

Digital Tools & Supplementary Resources

Bridges Intervention
Dreambox

Unit 2 - Numbers to Ten

Unit Overview: Students continue to develop major concepts related to counting and recognizing quantities: number sequence, one-to-one correspondence, cardinality, and subitizing. Emphasis will be put on combinations of numbers that make 5, and the process of comparing quantities within ten is introduced.

Unit Standards

Priority Standards

K.CC.A Know number names and the count sequence.

- K.CC.A.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.)

K.CC.B Count to tell the number of objects.

- K.CC.B.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.
- K.CC.B.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.
- K.CC.B.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.

K.CC.C Compare Numbers

- K.CC.C.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.

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

- K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

Supporting Standards

K.G Identify and describe shapes.

- 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 regardless of their orientations or overall size.

K.G.B Analyze, compare, create, and compose shapes.

- K.G.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

Learning Targets

Kindergarten Priority Standards:

Mathematical Practice Standard Connections		
Habits of Mind	MP.1 • Module 4, Sessions 3-4	MP.6 • Module 1, Sessions 1, 3-5 • Module 3, Sessions 1-3, 6
Reasoning & Explaining	MP.2	MP.3 • Module 1, Sessions 2-3 • Module 2, Session 1 • Module 3, Session 4 • Module 4, Session 2
Modeling & Tools	MP.4	MP.5 • Module 2, Sessions 2-5
Seeing Structure & Generalizing	MP.7 • Module 1, Sessions 1-5 • Module 2, Sessions 1-5 • Module 3, Sessions 1-2, 5-6 • Module 4, Sessions 1-2	MP.8 • Module 3, Sessions 3-5 • Module 4, Sessions 1-4

Kindergarten Priority Standards:

- I count to 100. (K.CC.A.1)
 - Module 3, Session 1 Craft Stick Tallying, Day 1

- Module 3, Session 2 Craft Stick Tallying, Day 2
- I count objects aloud, pairing each object with the numeral. (K.CC.B.4a)
 - Module 1, All Sessions 1-5
 - Module 2, All Sessions 1-5
 - Module 3, Session 1 Craft Stick Tallying, Day 1
 - Module 3, Session 2 Craft Stick Tallying, Day 2
 - Module 3, Session 6 Intro. Work Place 2D Beat You to Ten
- I demonstrate my understanding that the last number name that I say when counting a group of objects tells me how many total objects I have. (K.CC.B.4b)
 - Module 1, All Sessions 1-5
 - Module 2, All Sessions 1-5
 - Module 3, Session 1 Craft Stick Tallying, Day 1
 - Module 3, Session 2 Craft Stick Tallying, Day 2
 - Module 3, Session 4 Intro. Work Place 2C Which Bug Will Win?
- I explain why a number of objects remains the same regardless of the arrangement. (K.CC.B.4b)
 - Module 1 Session 5 Intro. Work Place 2A Count & Compare Dots
- I show my understanding that each number I count is one more than the previous number. (K.CC.B.4.c)
 - Module 3, Session 1 Craft Stick Tallying, Day 1
 - Module 3, Session 2 Craft Stick Tallying, Day 2
- I count to answer “how many?” questions for up to 20 objects arranged in many ways (in a line, in a rectangular array, in a circle, in a scattered configuration). (K.CC.B.5)
 - Module 1 All Sessions 1-5
 - Module 2, All Sessions 1-5
 - Module 3, Session 2 Craft Stick Tallying, Day 2
 - Module 3, Session 5 Dots, Tallies & Numbers Bingo
 - Module 3, Session 6 Intro. Work Place 2D Beat You to Ten
- I count out a given number (0- 20) of objects. (K.CC.B.5)
 - Module 3, Session 1 Craft Stick Tallying, Day 1
 - Module 3, Session 2 Craft Stick Tallying, Day 2
- I identify the number of objects in one group is greater than, less than, or equal to the number of objects in another group. I can describe the results. (K.CC.C.6)
 - Module 1 Session 4 Count & Compare Dots
 - Module 1 Session 5 Intro. Work Place 2A Count & Compare Dots
 - Module 3, Session 3 Which Bug Will Win?
 - Module 3, Session 4 Intro. Work Place 2C Which Bug Will Win?
 - Module 3, Session 6 Intro. Work Place 2D Beat You to Ten
- I show my understanding of addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. (K.OA.1)
 - Module 1 Session 1 Two Red, Three Blue
 - Module 1 Session 2 Funny Five-Frame Flash
 - Module 2, Session 5 Show Me Five
 - Module 3, Session 1 Craft Stick Tallying, Day 1
- I decompose numbers less than or equal to 10 into pairs in more than one way. (K.OA.3)
 - Module 1 Session 1 Two Red, Three Blue
 - Module 1 Session 2 Funny Five-Frame Flash
 - Module 1 Session 3 Building Ten
 - Module 2, Session 1 Two-Color Ten-Frames
 - Module 2, Session 5 Show Me Five
 - Module 3, Session 3 Which Bug Will Win?
 - Module 3, Session 4 Intro. Work Place 2C Which Bug Will Win?
 - Module 3, Session 5 Dots, Tallies & Numbers Bingo
 - Module 3, Session 6 Intro. Work Place 2D Beat You to Ten

- I find the number that makes 10 when added to a given number 1-9.(K.OA.4)
 - Module 1 Session 3 Building Ten

Kindergarten Supporting Standards:

- I sort and categorize objects based on an attribute and count the number of objects in each category. (K.MD.3)
 - Module 3 Session 3 Which Bug Will Win?
 - Module 3 Session 4 Intro. Work Place 2C Which Bug Will Win?
- I describe objects in the environment using names of shapes.(K.G.1)
 - Module 4 All Sessions 1-4
- I describe the positions of these objects in the environment using terms like above, below, beside, in front of, behind, and next to. (K.G.1)
 - Module 4 Session 3 Pattern Block Puzzles
 - Module 4 Session 4 Intro. Work Place 2E Pattern Block Puzzles
- I name 2D and 3D shapes by name regardless of their orientation or size. (K.G.2)
 - Module 4 Session 3 Pattern Block Puzzles
 - Module 4 Session 4 Intro. Work Place 2E Pattern Block Puzzles
- I analyze and compare two- and three-dimensional shapes using language to describe their similarities, differences, parts and other attributes. (K.G.4)
 - Module 4 Session 1 The Butterfly Quilt, Part 1
 - Module 4 Session 2 The Butterfly Quilt, Part 2
- I compose simple shapes to form larger shapes.(K.G.6)
 - Module 4 All Sessions 1-4

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

- Bridges Unit Checkpoints
- Quarterly Assessments

Other assessment options

May include, but are not limited to the following:

- Bridges Unit Observational Assessments
- Student Work Samples

Digital Tools & Supplementary Resources

Bridges Intervention
Dreambox

Unit 3 - Bikes & Bugs: Double, Add & Subtract

Unit Overview: This unit introduces counting by 2’s, doubles, and even numbers. Students will also use five- and ten-frames to add 1 to numbers from 1 to 10, compare and order numbers, and write equations to show combinations of numbers that have a sum of 5.

Unit Standards

Priority Standards

K.CC.A Know number names and the count sequence.

- K.CC.A.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.)

K.CC.B Count to tell the number of objects.

- K.CC.B.4 Understand the relationship between numbers and quantities, connect counting to cardinality.

- K.CC.B.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.
- K.CC.B.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.
- K.CC.B.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.

K.CC.C Compare Numbers

- K.CC.C.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.

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

- K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- 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.

Learning Targets

Kindergarten Priority Standards:

Mathematical Practice Standard Connections		
Habits of Mind	MP.1 <ul style="list-style-type: none"> • Module 1, Session 1,2 • Module 3, Session 2,5 • Module 4, Session 4,5 	MP.6 <ul style="list-style-type: none"> • Module 3, Session 1,3
Reasoning & Explaining	MP.2 <ul style="list-style-type: none"> • Module 2, Session 1 • Module 3, Session 1,3,4 • Module 4, Session 1,2,3 	MP.3 <ul style="list-style-type: none"> • Module 1, Session 5
Modeling & Tools	MP.4 <ul style="list-style-type: none"> • Module 1, Session 1,2,3,4 • Module 3, Session 2,4 	MP.5
Seeing Structure & Generalizing	MP.7 <ul style="list-style-type: none"> • Module 1, Session 4 • Module 2, Session 1,2,3 • Module 3, Session 4 • Module 4, Session 1,2,3 	MP.8 <ul style="list-style-type: none"> • Module 2, Session 2,3 • Module 4, Session 4,5

Kindergarten Priority Standards:

- I count to 100. (K.CC.A.1)
 - Module 1, Session 1, Bicycle Wheels, Part 1
- I count forward from numbers other than 1. (K.CC.A.2)
 - Module 2, Session 4, The Bowl Game: Add One
 - Module 3, Session 1, Writing Equations
 - Module 3, Session 2, Bicycle Story Problems
 - Module 3, Session 3, Grab Bag More or Less
 - Module 3, Session 4, Bicycle Race

- Module 4, ALL SESSIONS
- I write numbers from 0 to 20. (K.CC.A.3)
 - Module 2, Session 2, Butterfly Countdown
 - Module 3, Session 1, Writing Equations
 - Module 3, Session 2, Bicycle Story Problems
- I count objects aloud, pairing each object with the numeral. (K.CC.B.4a)
 - Module 1, Session 1, 2, Bicycle Wheels, Part 1&2
- I demonstrate my understanding that the last number name that I say when counting a group of objects tells me how many total objects I have. (K.CC.B.4b)
 - Module 2, Session 1, Introducing Work Place 3B Butterfly Race
 - Module 2, Session 2, Butterfly Countdown
 - Module 3, Session 5, Build it to Ten!
- I explain why a number of objects remains the same regardless of the arrangement. (K.CC.B.4b)
 - Module 1, Session 1, 2, Bicycle Wheels Part 1&2
 - Module 1, Session 4, Grab Bag Doubles
 - Module 1, Session 5, The Bike Chart
 - Module 4, Session 3, Grab Bag Five & More
- I count to answer "how many?" questions for up to 20 objects arranged in many ways (in a line, in a rectangular array, in a circle, in a scattered configuration). (K.CC.B.5)
 - Module 1, Session 1, 2, Bicycle Wheels Part 1&2
 - Module 1, Session 4, Grab Bag Doubles
 - Module 1, Session 5, The Bike Chart
 - Module 2, Session 1, Introducing Work Place 3B Butterfly Race,
 - Module 2, Session 2, Butterfly Countdown
 - Module 2, Session 4, The Bowl Game: Add One
 - Module 2, Session 5, The Bow Game: Subtract One
 - Module 3, Session 1, Writing Equations
 - Module 3, Session 2, Bicycle Story Problems
 - Module 3, Session 3, Grab Bag More or Less
- I count out a given number (0- 20) of objects. (K.CC.B.5)
 - Module 2, Session 5, The Bowl Game: Subtract One
 - Module 3, Session 5, Build it to Ten
- I identify the number of objects in one group is greater than, less than, or equal to the number of objects in another group. I can describe the results. (K.CC.C.6)
 - Module 3, Session 3, Grab Bag More or Less
 - Module 4, Session 1, Numbers & Ten Frames Bingo
 - Module 4, Session 2, Kid Count Number Line
 - Module 4, Session 3, Grab Bag 5 & More
- I compare two numbers between 1-10 presented as written numerals. I can describe the results. (K.CC.C.7)
 - Module 4, Session 3, Grab Bag Five & More
- I show my understanding of addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. (K.OA.1)
 - Module 1, ALL SESSIONS 1-5
 - Module 2, ALL SESSIONS 1-5
 - Module 3, Session 1, Writing Equations
 - Module 3, Session 2, Bicycle Story Problems
 - Module 3, Session 5, Build it to Ten
- I add within 10 using objects or drawings to represent the problem. (K.OA.2)
 - Module 3, Session 4, Bicycle Race
- I decompose numbers less than or equal to 10 into pairs in more than one way. (K.OA.3)
 - Module 1, Session 4, Grab Bag Doubles

- Module 1, Session 5, The Bike Chart
- Module 2, Session 1, Introducing Work Place 3B Butterfly Race
- Module 2, Session 2, Butterfly Countdown
- Module 4, Session 4, Fives Up
- I decompose numbers less than or equal to 10 and record each decomposition by a drawing or equation. (K.OA.3)
 - Module 1, Session 2, Bicycle Wheels, Part 2
 - Module 2, Session 4, The Bowl Game: Add One
 - Module 3, Session 1, Writing Equations
 - Module 3, Session 2, Bicycle Story Problems
 - Module 4, Session 5, Fives Up
- I find the number that makes 10 when added to a given number 1-9.(K.OA.4)
 - Module 2, Session 1, Introducing Work Place 2B Butterfly Race
 - Module 3, Session 5, Build it to Ten
 - Module 4, Session 4, Fives Up
 - Module 4, Session 5, Introducing Work Place 3F Fives Up

Kindergarten Supporting Standards:

- I describe several measurable attributes of a single object. (K.MD.1)
 - Module 3, Session 3, Grab Bag More or Less
- I describe the measurable attributes of objects. "This rope is longer than that belt."(K.MD.2)
 - Module 3, Session 3, Grab Bag More or Less
- I model shapes in the world using a variety of media and by drawing. (K.G.5)
 - Module 1, Session 3, Growing Patterns: These Bikes Have Two Wheels

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

- Bridges Unit Checkpoints
- Quarterly Assessments

Other assessment options

May include, but are not limited to the following:

- Bridges Unit Observational Assessments
- Student Work Samples

Digital Tools & Supplementary Resources

Bridges Intervention
Dreambox

Unit 4 - Paths to Adding, Subtracting, & Measuring

Unit Overview: Students build a number line to model the number sequence from 0 to 10. They continue to practice counting forward and backward between 0 and 50, starting with any number in the range. They also solve addition and subtraction problems, compute with pennies and nickels, and begin to measuring length using non-standard units. The number line and measurement activities provide many opportunities for students to consider the relationships between numbers and quantities, including making comparisons about which are greater and which are less.

Unit Standards

Priority Standards

K.CC.A Know number names and the count sequence.

- K.CC.A.1 Count to 100 by ones and by tens.

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

K.CC.B Count to tell the number of objects.

- K.CC.B.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.

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

- 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.

Supporting Standards

K.MD.B Classify objects and count the number of objects in each category.

- K.MD.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count.

Learning Targets

Kindergarten Priority Standards:

Mathematical Practice Standard Connections		
Habits of Mind	MP.1 • Module 3, Sessions 1-2	MP.6 • Module 2, Sessions 1-5 • Module 3, Sessions 1-2
Reasoning & Explaining	MP.2 • Module 1, Sessions 1-5	MP.3
Modeling & Tools	MP.4	MP.5
Seeing Structure & Generalizing	MP.7 • Module 1, Sessions 1-5 • Module 2, Sessions 1-5 • Module 3, Sessions 3-5 • Module 4, Sessions 1-5	MP.8 • Module 4, Sessions 1-5

Kindergarten Priority Standards:

- I count to 100. (K.CC.A.1)
 - Module 1 Session 1 Building a Number Line
 - Module 1 Session 2 X-Ray Vision
 - Module 1 Session 3 Intro. Work Place 4A Scrambled Numbers One to Ten
 - Module 3 Session 1 Longer, Shorter, or the Same?
 - Module 3 Session 2 How Long?
- I count to 100 by tens. (K.CC.A.1)
 - Module 1 Session 1 Building a Number Line
 - Module 1 Session 2 X-Ray Vision
 - Module 1 Session 3 Intro. Work Place 4A Scrambled Numbers One to Ten
- I count forward from numbers other than 1. (K.CC.A.2)
 - Module 1 Session 1 Building a Number Line
 - Module 1 Session 2 X-Ray Vision
 - Module 1 Session 3 Intro. Work Place 4A Scrambled Numbers One to Ten
 - Module 2, All Sessions 1-5

- Module 3, All Sessions 1-5
- Module 4, All Sessions 1-5
- I write numbers from 0 to 20. (K.CC.A.3)
 - Module 1 Session 4 Read My Mind, Part 1
 - Module 1 Session 5 Read My Mind, Part 2
- I understand the relationship between numbers and quantities and connect counting to cardinality. (K.CC.B.4)
 - Module 3 Session 3 Animal Paths
 - Module 3 Session 5 How Many Cubes? How Many Sticks?
- I count objects aloud, pairing each object with the numeral. (K.CC.B.4a)
 - Module 2 All Sessions 1-5
- I demonstrate my understanding that the last number name that I say when counting a group of objects tells me how many total objects I have. (K.CC.B.4b)
 - Module 2 Session 1 Foxes & Dens
 - Module 2 Session 2 Intro. Work Place 4B Foxes & Dens
 - Module 2 Session 3 The Forest Game
 - Module 2 Session 5 Intro. Work Place 4C Beat You to Twenty
- I count to answer "how many?" questions for up to 20 objects arranged in many ways (in a line, in a rectangular array, in a circle, in a scattered configuration). (K.CC.B.5)
 - Module 2 Session 3 The Forest Game
 - Module 2 Session 4 Beat You to Twenty
 - Module 2 Session 5 Intro. Work Place 4C Beat You to Twenty
- I count out a given number (0- 20) of objects. (K.CC.B.5)
 - Module 2 Session 4 Beat You to Twenty
 - Module 2 Session 5 Intro. Work Place 4C Beat You to Twenty
- I identify the number of objects in one group is greater than, less than, or equal to the number of objects in another group. I can describe the results. (K.CC.C.6)
 - Module 3 Session 1 Longer, Shorter, or the Same?
 - Module 3 Session 3 Animal Paths
 - Module 3 Session 4 Compare, Spin & Win
 - Module 3 Session 5 How Many Cubes? How Many Sticks?
- I compare two numbers between 1-10 presented as written numerals. I can describe the results. (K.CC.C.7)
 - Module 1 Session 4 Read My Mind, Part 1
 - Module 1 Session 5 Read My Mind, Part 2
- I show my understanding of addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. (K.OA.1)
 - Module 2 All Sessions 1-5
 - Module 4 All Sessions 1-5
- I add within 10 using objects or drawings to represent the problem. (K.OA.2)
 - Module 2 Session 2 Intro. Work Place 4B Foxes & Dens
 - Module 2 Session 3 The Forest Game
 - Module 2 Session 4 Beat You to Twenty
 - Module 2 Session 5 Intro. Work Place 4C Beat You to Twenty
- I subtract within 10 using objects or drawings to represent the problem. (K.OA.2)
 - Module 2 Session 2 Intro. Work Place 4B Foxes & Dens
 - Module 2 Session 3 The Forest Game

Kindergarten Supporting Standards:

- I describe several measurable attributes of a single object. (K.MD.1)
 - Module 1 Session 1 Building a Number Line
 - Module 3 All Sessions 1-5

- I compare the lengths of various items and objects. (K.MD.2)
 - Module 3 All Sessions 1-5
- I sort and categorize objects based on an attribute and count the number of objects in each category. (K.MD.3)
 - Module 4 Session 1 Which Coin Will Win?
 - Module 4 Session 2 Intro. Work Place 4D Which Coin Will Win?
 - Module 4 Session 5 Intro. Work Place 4E Race you to 15 cents

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

- Bridges Unit Checkpoints
- Quarterly Assessments

Other assessment options

May include, but are not limited to the following:

- Bridges Unit Observational Assessments
- Student Work Samples

Digital Tools & Supplementary Resources

Bridges Intervention
Dreambox

Unit 5 - Two-Dimensional Geometry

Unit Overview: In this unit, students will compare the difference between two-dimensional and three-dimensional shapes. They will also examine, identify, compare, and sort shapes.

Unit Standards

Priority Standards

K.CC.C Compare Numbers

- K.CC.C.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.

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

- K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

Supporting Standards

K.MD.B Classify objects and count the number of objects in each category.

- K.MD.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count.

K.G Identify and describe shapes.

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

K.G.B Analyze, compare, create, and compose shapes.

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

Learning Targets

Kindergarten Priority Standards:

Mathematical Practice Standard Connections		
Habits of Mind	MP.1 <ul style="list-style-type: none"> Module 3, Session 4 Module 4, Session 1, 2, 3 	MP.6 <ul style="list-style-type: none"> Module 1, Session 1, 2, 4 Module 4, Session 4
Reasoning & Explaining	MP.2 <ul style="list-style-type: none"> Module 1, Session 3, 5 	MP.3 <ul style="list-style-type: none"> Module 4, Session 2
Modeling & Tools	MP.4 <ul style="list-style-type: none"> Module 2, Session 3 	MP.5
Seeing Structure & Generalizing	MP.7 <ul style="list-style-type: none"> Module 1, All Sessions Module 2, All Sessions Module 3, All Sessions Module 4, Session 1, 4, 5 	MP.8 <ul style="list-style-type: none"> Module 2, Session 1, 2, 4 Module 4, Session 5

Kindergarten Priority Standards:

- I count to 100. (K.CC.A.1)
 - Module 1, Session 4, Circles & Squares Race to Twenty
 - Module 2, Session 1, Shape Sorting
- I write numbers from 0 to 20. (K.CC.A.3)
 - Module 1, Session 3, Pattern Block Sort & Count
- I represent the number of objects in a group with the written number. (K.CC.A.3)
 - Module 4, Session 1, Shapes & More Shapes
- I identify the number of objects in one group is greater than, less than, or equal to the number of objects in another group. I can describe the results. (K.CC.C.6)
 - Module 1, Session 3, Pattern Block Sort & Count
 - Module 1, Session 4, Circles & Squares Race to Twenty
 - Module 2, Session 1, Shape Sorting
 - Module 2, Session 2, Sorting & Graphing Shapes By Name
 - Module 2, Session 3, Sorting Shapes by Sides & Corners
 - Module 2, Session 4, Goodbye Shapes!
 - Module 3, ALL SESSIONS
 - Module 4, Session 1, Shapes & More Shapes
- I compare two numbers between 1-10 presented as written numerals. I can describe the results. (K.CC.C.7)
 - Module 1, Session 3, Pattern Block Sort & Count
- I decompose numbers less than or equal to 10 and record each decomposition by a drawing or equation. (K.OA.3)
 - Module 1, Session 4, Circles & Squares Race to Twenty
- I find the number that makes 10 when added to a given number 1-9.(K.OA.4)
 - Module 3, Session 3 Intro Work Place 5E Spin & Count Shapes

Kindergarten Supporting Standards:

- I sort and categorize objects based on an attribute and count the number of objects in each category. (K.MD.3)
 - Module 1, Session 1, What do You Know About Shapes?

- Module 1, Session 2, What Is A Circle?
- Module 1, Session 3, Pattern Block Sort & Count
- Module 2, Session 1, Shape Sorting
- Module 2, Session 2, Sorting & Graphing Shapes By Name
- Module 2, Session 3, Sorting Shapes by Sides & Corners
- Module 2, Session 4, Goodbye Shapes!
- Module 3, Session 1, Intro Work Place 5C Shapes & Spinners Graphing
- Module 3, Session 2, Intro Work Place 5D Pattern Block Designs
- Module 3, Session 3 Intro Work Place 5E Spin & Count Shapes
- Module 4, Session 1, Shapes & More Shapes
- I describe objects in the environment using names of shapes.(K.G.1)
 - Module 1, Session 1, What do You Know About Shapes?
 - Module 2, ALL SESSIONS
 - Module 3, ALL SESSIONS
 - Module 4, ALL SESSIONS
- I name 2D and 3D shapes by name regardless of their orientation or size. (K.G.2)
 - Module 1, Session 1, What do You Know About Shapes?
 - Module 1, Session 2, What Is A Circle?
 - Module 2, ALL SESSIONS
 - Module 3, ALL SESSIONS
 - Module 4, ALL SESSIONS
- I identify shapes as 2D (two dimensional, “flat”) or 3D (three dimensional, “solid”). (K.G.3)
 - Module 1, Session 2, What Is A Circle?
 - Module 2, Session 1, Shape Sorting
 - Module 2, Session 3, Sorting Shapes by Sides & Corners
 - Module 2, Session 4, Goodbye Shapes!
 - Module 2, Session 5 Intro Work Place 5B Geoboard Shapes
 - Module 3, Session 1, Intro Work Place 5C Shapes & Spinners Graphing
 - Module 3, Session 2, Intro Work Place 5D Pattern Block Designs
 - Module 4, Session 1, Shapes & More Shapes
 - Module 4, Session 2, There’s A Shape in My Pocket, Day 1
 - Module 4, Session 3, There’s A Shape in My Pocket, Day 2
 - Module 4, Session 4, Triangles & Squares
- I analyze and compare two- and three-dimensional shapes using language to describe their similarities, differences, parts and other attributes. (K.G.4)
 - Module 1, Session 1, What do You Know About Shapes?
 - Module 1, Session 2, What Is A Circle?
 - Module 2, ALL SESSIONS
 - Module 3, Session 1, Intro Work Place 5C Shapes & Spinners Graphing
 - Module 3, Session 4, Hungry Caterpillars
 - Module 3, Session 5, Intro Work Place 5F Hungry Caterpillars
 - Module 4, ALL SESSIONS
- I model shapes in the world using a variety of media and by drawing. (K.G.5)
 - Module 1, Session 2, What Is A Circle?
 - Module 2, Session 5, Intro Work Place 5B Geoboard Shapes
 - Module 3, Session 1, Intro Work Place 5C Shapes & Spinners Graphing
 - Module 3, Session 3, Intro Work Place 5E Spin & Count Shapes
 - Module 4, Session 1, Shapes & More Shapes
- I compose simple shapes to form larger shapes.(K.G.6)
 - Module 3, Session 2, Intro Work Place 5D Pattern Block Designs
 - Module 3, Session 4, Hungry Caterpillars
 - Module 3, Session 5, Intro Work Place 5F Hungry Caterpillars

- Module 4, Session 1, Shapes & More Shapes
- Module 4, Session 4, Triangles & Squares
- Module 4, Session 5, Assembling the Shoo Fly Quilt

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

- Bridges Unit Checkpoints
- Quarterly Assessments

Other assessment options

May include, but are not limited to the following:

- Bridges Unit Observational Assessments
- Student Work Samples

Digital Tools & Supplementary Resources

Bridges Intervention
Dreambox

Unit 6 - Three-Dimensional Shapes & Numbers Beyond Ten

Unit Overview: This emphasizes the two critical areas for mathematics identified by the Common Core State Standards: number and geometry. First, the focus is on geometry, then shifts to numbers and operations. Students describe the attributes, similarities, and differences among two-dimensional and three-dimensional shapes as well as count and make combinations to 5. Students count forward and backward, read and write numerals to 20, and explore combinations to numbers from 5 to 10, with special emphasis on the 5+ and 10+ combinations.

Unit Standards

Priority Standards

K.CC.A Know number names and the count sequence.

- K.CC.A.1 Count to 100 by ones and by tens.
- K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1.)
- K.CC.A.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.)

K.CC.B Count to tell the number of objects.

- K.CC.B.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.
- K.CC.B.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.
- K.CC.B.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.

K.CC.C Compare Numbers

- K.CC.C.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.
- K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

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

- K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- 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.
- K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4$

+ 1).

- **K.OA.5** Fluently add and subtract within 5.

K.NBT Work with numbers 11-19 to gain foundations for place value.

- **K.NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., (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. by using objects or drawings, and record each composition or decomposition by a drawing or equation

Supporting Standards

K.G Identify and describe shapes.

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

K.G.B Analyze, compare, create, and compose shapes.

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

Learning Targets

Kindergarten Priority Standards:

Mathematical Practice Standard Connections		
Habits of Mind	MP.1 <ul style="list-style-type: none"> • Module 1, Session 1 • Module 3, Sessions 1-2 	MP.6 <ul style="list-style-type: none"> • Module 2, Session 1
Reasoning & Explaining	MP.2 <ul style="list-style-type: none"> • Module 1, Sessions 2, 5 • Module 2, Session 5 • Module 3, Sessions 1-5 • Module 4, Session 1-5 	MP.3
Modeling & Tools	MP.4 <ul style="list-style-type: none"> • Module 3, Session 3 	MP.5
Seeing Structure & Generalizing	MP.7 <ul style="list-style-type: none"> • Module 1, Sessions 1, 3-5 • Module 2, Sessions 1-2, 4-5 • Module 3, Session 5 • Module 4, Session 1-5 	MP.8 <ul style="list-style-type: none"> • Module 1, Sessions 2-4 • Module 3, Session 4

Kindergarten Priority Standards:

- I count to 100. (K.CC.A.1)
 - Module 1 Session 1 Mystery Bag Sorting
 - Module 1 Session 3 Which Cylinder Holds More? Part 1
 - Module 1 Session 4 Which Cylinder Holds More? Part 2
 - Module 2 Session 1 I Spy
 - Module 3 Session 1 Mystery Numbers, Day 1
 - Module 3 Session 4 A Dime & Some Pennies
- I count forward from numbers other than 1. (K.CC.A.2)
 - Module 1 Session 2 What Is A Sphere?

- Module 1 Session 3 Which Cylinder Holds More? Part 1
- Module 1 Session 4 Which Cylinder Holds More? Part 2
- Module 1 Session 5 Shape Detectives
- Module 2 Session 2 Two-Dimensional & Three Dimensional Shapes Bingo
- Module 2 Session 3 Intro. Work Place 6A Build Two Shapes
- Module 3 Session 2 Mystery Numbers, Day 2
- Module 3 Session 3 Intro. Work Place 6D Roll, Add & Compare
- I write numbers from 0 to 20. (K.CC.A.3)
 - Module 3 Session 1 Mystery Numbers, Day 1
 - Module 3 Session 2 Mystery Numbers Day 2
 - Module 3 Session 4 A Dime & Some Pennies
- I count objects aloud, pairing each object with the numeral. (K.CC.B.4a)
 - Module 1 Session 3 Which Cylinder Holds More? Part 1
 - Module 1 Session 4 Which Cylinder Holds More? Part 2
 - Module 2 Session 3 Intro. Work Place 6A Build Two Shapes
 - Module 2 Session 5 Intro. Work Place 6C Make It Five
- I demonstrate my understanding that the last number name that I say when counting a group of objects tells me how many total objects I have. (K.CC.B.4b)
 - Module 1 Session 3 Which Cylinder Holds More? Part 1
 - Module 1 Session 4 Which Cylinder Holds More? Part 2
 - Module 2 Session 3 Intro. Work Place 6A Build Two Shapes
 - Module 2 Session 5 Intro. Work Place 6C Make It Five
- I show my understanding that each number I count is one more than the previous number. (K.CC.B.4.c)
 - Module 3 Session 1 Mystery Numbers, Day 1
 - Module 3 Session 2 Mystery Numbers, Day 2
- I count to answer "how many?" questions for up to 20 objects arranged in many ways (in a line, in a rectangular array, in a circle, in a scattered configuration). (K.CC.B.5)
 - Module 1 Session 3 Which Cylinder Holds More? Part 1
 - Module 1 Session 4 Which Cylinder Holds More? Part 2
 - Module 2 Session 5 Intro. Work Place 6C Make It Five
 - Module 3 Session 1 Mystery Numbers, Day 1
 - Module 3 Session 2 Mystery Numbers, Day 2
 - Module 3 Session 3 Intro. Work Place 6D Roll, Add & Compare
 - Module 4 Session 1 Shake Those Beans Five, Six, Seven
 - Module 4 Session 3 Fill It Up Five +
 - Module 4 Session 4 Number Stations, Day 1
 - Module 4 Session 5 Number Stations, Day 2
- I identify the number of objects in one group is greater than, less than, or equal to the number of objects in another group. I can describe the results. (K.CC.C.6)
 - Module 1 Session 3 Which Cylinder Holds More? Part 1
 - Module 1 Session 4 Which Cylinder Holds More? Part 2
 - Module 1 Session 5 Shape Detectives
 - Module 3 Session 1 Mystery Numbers, Day 1
 - Module 3 Session 2 Mystery Numbers, Day 2
 - Module 3 Session 3 Intro. Work Place 6D Roll, Add & Compare
- I compare two numbers between 1-10 presented as written numerals. I can describe the results. (K.CC.C.7)
 - Module 1 Session 5 Shape Detectives
 - Module 3 Session 5 Tens & Ones Checkpoint
- I show my understanding of addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. (K.OA.1)
 - Module 1 Session 2 What is a Sphere?

- Module 4 All Sessions 1-5
- I add within 10 using objects or drawings to represent the problem. (K.OA.2)
 - Module 1 Session 2 What is a Sphere?
 - Module 3 Session 3 Intro. Work Place 6D Roll, Add & Compare
 - Module 4 All Sessions 1-5
- I decompose numbers less than or equal to 10 into pairs in more than one way. (K.OA.3)
 - Module 2 Session 5 Intro. Work Place 6C Make It Five
 - Module 3 Session 3 Intro. Work Place 6D Roll, Add & Compare
- I decompose numbers less than or equal to 10 and record each decomposition by a drawing or equation. (K.OA.3)
 - Module 4 All Sessions 1-5
- I find the number that makes 10 when added to a given number 1-9.(K.OA.4)
 - Module 3 Session 5 Tens & Ones Checkpoint
- I fluently add within 5. (K.OA.5)
 - Module 2 Session 5 Intro. Work Place 6C Make It Five
 - Module 4 Session 2 Unifix Trains & Equations Five, Six, Seven
- I compose and decompose numbers from 11-19 into ten and ones by using objects or drawings. (K.NBT.1)
 - Module 1 Session 3 Which Cylinder Holds More? Part 1
 - Module 1 Session 4 Which Cylinder Holds More? Part 2
- I compose or decompose numbers from 11-19 into ten and ones and record by using a drawing or an equation. (K.NBT.1)
 - Module 3 Session 1 Mystery Numbers, Day 1
 - Module 3 Session 2 Mystery Numbers, Day 2
 - Module 3 Session 4 A Dime & Some Pennies
 - Module 3 Session 5 Tens & Ones Checkpoint

Kindergarten Supporting Standards:

- I sort and categorize objects based on an attribute and count the number of objects in each category. (K.MD.3)
 - Module 1 Session 1 Mystery Bag Sorting
 - Module 1 Session 5 Shape Detectives
 - Module 2 Session 4 Intro. Work Place 6B What's My Rule?
- I describe objects in the environment using names of shapes.(K.G.1)
 - Module 1 Session 1 Mystery Bag Sorting
 - Module 1 Session 2 What is a Sphere
 - Module 1 Session 5 Shape Detectives
 - Module 2 Session 1 I Spy
 - Module 2 Session 2 Two-Dimensional & Three-Dimensional Shapes Bingo
 - Module 2 Session 4 Intro. Work Place 6B What's My Rule?
- I name 2D and 3D shapes by name regardless of their orientation or size. (K.G.2)
 - Module 1 Session 1 Mystery Bag Sorting
 - Module 1 Session 5 Shape Detectives
 - Module 2 Sessions 1 I Spy
 - Module 2 Session 2 Two-Dimensional & Three-Dimensional Shapes Bingo
 - Module 2 Session 3 Intro. Work Place 6A Build Two Shapes
 - Module 2 Session 4 Intro. Work Place 6B What's My Rule?
- I identify shapes as 2D (two dimensional, "flat") or 3D (three dimensional, "solid"). (K.G.3)
 - Module 1 Session 1 Mystery Bag Sorting
 - Module 1 Session 2 What is a Sphere?
 - Module 1 Session 5 Shape Detectives
 - Module 2 Session 1 I Spy

- Module 2 Session 2 Two-Dimensional & Three-Dimensional Shapes Bingo
- Module 2 Session 4 Intro. Work Place 6B What's My Rule?
- I analyze and compare two- and three-dimensional shapes using language to describe their similarities, differences, parts and other attributes. (K.G.4)
 - Module 1 Session 1 Mystery Bag Sorting
 - Module 1 Session 2 What is a Sphere
 - Module 1 Session 3 Which Cylinder Holds More? Part 1
 - Module 1 Session 5 Shape Detectives
 - Module 2 Session 1 I Spy
 - Module 2 Session 2 Two-Dimensional & Three-Dimensional Shapes Bingo
 - Module 2 Session 3 Intro. Work Place 6A Build Two Shapes
 - Module 2 Session 4 Intro. Work Place 6B What's My Rule?
- I model shapes in the world using a variety of media and by drawing. (K.G.5)
 - Module 1 Session 3 Which Cylinder Holds More? Part 1
 - Module 1 Session 4 Which Cylinder Holds More? Part 2
 - Module 2 Session 1 I Spy
 - Module 2 Session 2 Two-Dimensional & Three-Dimensional Shapes Bingo
 - Module 2 Session 3 Intro. Work Place 6A Build Two Shapes
 - Module 2 Session 4 Intro. Work Place 6B What's My Rule?

Assessment Evidence

Performance Assessment Options

- Bridges Unit Checkpoints
- Quarterly Assessments

Other assessment options

- Bridges Unit Observational Assessments
- Student Work Samples

Digital Tools & Supplementary Resources

Bridges Intervention
Dreambox

Unit 7 - Weight & Place Value

Unit Overview: In this unit, students will explore weight and capacity, solve addition and subtraction story problems, and begin to develop a sense of place value.

Unit Standards

Priority Standards

K.CC.A Know number names and the count sequence.

- K.CC.A.1 Count to 100 by ones and by tens.
- K.CC.A.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.)

K.CC.B Count to tell the number of objects.

- K.CC.B.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.

K.CC.C Compare Numbers

- K.CC.C.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.
- K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

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

- K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- 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.
- K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- K.OA.5 Fluently add and subtract within 5.

K.NBT Work with numbers 11-19 to gain foundations for place value.

- K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., (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. by using objects or drawings, and record each composition or decomposition by a drawing or equation

Supporting Standards

K.MD.A Describe and compare measurable attributes.

- K.MD.1 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. For example, directly compare the heights of two children and describe one child as taller/shorter.

K.MD.B Classify objects and count the number of objects in each category.

- K.MD.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count.

Learning Targets

Kindergarten Priority Standards:

Mathematical Practice Standard Connections		
Habits of Mind	MP.1 <ul style="list-style-type: none"> • Module 3, Session 1,2,3,4 	MP.6 <ul style="list-style-type: none"> • Module 2, Session 1, 2, 5
Reasoning & Explaining	MP.2 <ul style="list-style-type: none"> • Module 1, Session 4 & 5 • Module 2, All Sessions • Module 3, Session 5 • Module 4, All Sessions 	MP.3 <ul style="list-style-type: none"> • Module 4, Session 1
Modeling & Tools	MP.4	MP.5 <ul style="list-style-type: none"> • Module 1, Session 1, 2, 3 • Module 3, All Sessions
Seeing Structure & Generalizing	MP.7 <ul style="list-style-type: none"> • Module 1, All Sessions • Module 2, Session 3,4 • Module 4, All Sessions 	MP.8

Kindergarten Priority Standards:

- I count to 100. (K.CC.A.1)
 - Module 1, Session 1, Compare Weights
 - Module 1, Session 2, A Pound of Potatoes
 - Module 1, Session 3, Intro Work Place 7A Spin & Compare Weights
 - Module 1, Session 4, Measuring Handfuls
 - Module 2, Session 1, Capture the Number, Ten to Twenty
 - Module 2, Session 2, Intro Work Place 7C Capture the Number
 - Module 2, Session 3, Double Top Draw

- Module 4, Session 1, Counting Sticks
- Module 4, Session 4, Counting Stick Bundles
- Module 4, Session 5, Counting Tens on the Hundreds Chart
- I write numbers from 0 to 20. (K.CC.A.3)
 - Module 3, Session 3, Story Problems, Part 3
- I represent the number of objects in a group with the written number. (K.CC.A.3)
 - Module 1, Session 4, Measuring Handfuls
 - Module 1, Session 5, Intro Work Place 7B Measuring Handfuls
 - Module 2, Session 2, Intro Work Place 7C Capture the Number
 - Module 2, Session 3, Double Top Draw
 - Module 4, Session 1, Counting Sticks
 - Module 4, Session 2, Counting Dots
 - Module 4, Session 3, Counting Ten Frames
- I count to answer “how many?” questions for up to 20 objects arranged in many ways (in a line, in a rectangular array, in a circle, in a scattered configuration). (K.CC.B.5)
 - Module 1, Session 4, Measuring Handfuls
 - Module 1, Session 5, Intro Work Place 7B Measuring Handfuls
 - Module 2, Session 1, Capture the Number, Ten to Twenty
 - Module 2, Session 2, Intro Work Place 7C Capture the Number
 - Module 2, Session 3, Intro Work Place 7D Double Top Draw
 - Module 3, Session 1, Story Problems, Part 1
 - Module 3, Session 2, Story Problems, Part 2
 - Module 4, Session 2, Counting Dots
 - Module 4, Session 3, Counting Ten-Frames
 - Module 4, Session 4, Counting Stick Bundles
- I identify the number of objects in one group is greater than, less than, or equal to the number of objects in another group. I can describe the results. (K.CC.C.6)
 - Module 2, Session 3, Double Top Draw
 - Module 2, Session 3, Intro Work Place 7D Double Top Draw
 - Module 3, Session 1, Story Problems, Part 1
 - Module 3, Session 2, Story Problems, Part 2
 - Module 4, Session 2, Counting Dots
- I compare two numbers between 1-10 presented as written numerals. I can describe the results. (K.CC.C.7)
 - Module 2, Session 2, Intro Work Place 7C Capture the Number
 - Module 2, Session 5, Greater Than? Less Than? Equal to?
 - Module 4, Session 1, Counting Sticks
 - Module 4, Session 2, Counting Dots
 - Module 4, Session 3, Counting Ten-Frames
- I show my understanding of addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. (K.OA.1)
 - Module 3, All Sessions
 - Module 4, Session 2, Counting Dots
 - Module 4, Session 3, Counting Ten-Frames
- I show my understanding that numbers from 11-19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. (K.NBT.1)
 - Module 2, Session 2, Intro Work Place 7C Capture the Number
 - Module 2, Session 3, Intro Work Place 7D Double Top Draw
 - Module 4, Session 1, Counting Sticks
 - Module 4, Session 2, Counting Dots
 - Module 4, Session 3, Counting Ten-Frames
 - Module 4, Session 4, Counting Stick Bundles

- I add within 10 using objects or drawings to represent the problem. (K.OA.2)
 - Module 3, All Sessions
- I subtract within 10 using objects or drawings to represent the problem. (K.OA.2)
 - Module 3, All Sessions
- I decompose numbers less than or equal to 10 into pairs in more than one way. (K.OA.3)
 - Module 1, Session 4, Measuring Handfuls
- I find the number that makes 10 when added to a given number 1-9.(K.OA.4)
 - Module 3, Session 1, Story Problems, Part 1
 - Module 3, Session 2, Story Problems, Part 2
- I fluently add within 5. (K.OA.5)
 - Module 3, Session 1, Story Problems, Part 1
 - Module 3, Session 2, Story Problems, Part 2
- I fluently subtract within 5. (K.OA.5)
 - Module 3, Session 1, Story Problems, Part 1
 - Module 3, Session 2, Story Problems, Part 2
 - Module 3, Session 5, Cubes in My Hand
- I compose and decompose numbers from 11-19 into ten and ones by using objects or drawings. (K.NBT.1)
 - Module 4, Session 2, Counting Dots
- I compose or decompose numbers from 11-19 into ten and ones and record by using a drawing or an equation. (K.NBT.1)
 - Module 1, Session 4, Measuring Handfuls
 - Module 1, Session 5, Intro Work Place 7B Measuring Handfuls
 - Module 2, Session 1, Capture the Number, Ten to Twenty
 - Module 2, Session 3, Double Top Draw

Kindergarten Supporting Standards:

- I describe several measurable attributes of a single object. (K.MD.1)
 - Module 1, Session 1, Compare Weights
 - Module 1, Session 2, A Pound of Potatoes
 - Module 1, Session 3, Intro Work Place 7A Spin & Compare Weights
- I describe the measurable attributes of objects. “This rope is longer than that belt.”(K.MD.2)
 - Module 1, Session 1, Compare Weights
 - Module 1, Session 2, A Pound of Potatoes
 - Module 1, Session 3, Intro Work Place 7A Spin & Compare Weights
- I compare weights using standard and non-standard math tools. (K.MD.2)
 - Module 1, Session 1, Compare Weights
 - Module 1, Session 2, A Pound of Potatoes
 - Module 1, Session 3, Intro Work Place 7A Spin & Compare Weights
- I sort and categorize objects based on an attribute and count the number of objects in each category. (K.MD.3)
 - Module 1, Session 1, Compare Weights
 - Module 1, Session 2, A Pound of Potatoes
 - Module 1, Session 3, Intro Work Place 7A Spin & Compare Weights

Assessment Evidence

Performance Assessment Options

- Bridges Unit Checkpoints
- Quarterly Assessments

Other assessment options

- Bridges Unit Observational Assessments
- Student Work Samples

Digital Tools & Supplementary Resources

Unit 8 - Computing & Measuring with Frogs & Bugs

Unit Overview: In the context of explorations about frogs, students build a deeper understanding of subtraction and strengthen the connections between quantity, related number combinations, and written notation to 20. The activities in this unit should help students learn to add and subtract to 5 with fluency, add to 10, and strengthen their understanding of place value.

Unit Standards

Priority Standards

K.CC.A Know number names and the count sequence.

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

K.CC.C Compare Numbers

- K.CC.C.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.

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

- K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- 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.
- K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- 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.
- K.OA.5 Fluently add and subtract within 5.

K.NBT Work with numbers 11-19 to gain foundations for place value.

- K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., (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. by using objects or drawings, and record each composition or decomposition by a drawing or equation

Supporting Standards

K.MD.A Describe and compare measurable attributes.

- K.MD.1 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. For example, directly compare the heights of two children and describe one child as taller/shorter.

Learning Targets

Kindergarten Priority Standards:

Mathematical Practice Standard Connections

Habits of Mind	MP.1 <ul style="list-style-type: none"> Module 1, Sessions 1-2 	MP.6 <ul style="list-style-type: none"> Module 2, Sessions 1-2 Module 4, Sessions 4-5
Reasoning & Explaining	MP.2 <ul style="list-style-type: none"> Module 1, Session 4-5 Module 2, Session 5 Module 3, Sessions 2-3 Module 4, Session 1, 3 	MP.3 <ul style="list-style-type: none"> Module 4, Session 3
Modeling & Tools	MP.4 <ul style="list-style-type: none"> Module 1, Sessions 1-4 Module 4, Sessions 1-2 	MP.5 <ul style="list-style-type: none"> Module 2, Sessions 1-2, 4
Seeing Structure & Generalizing	MP.7 <ul style="list-style-type: none"> Module 2, Session 3 Module 3, Session 5 Module 4, Session 2, 5 	MP.8 <ul style="list-style-type: none"> Module 1, Session 3, 5 Module 2, Sessions 3-5 Module 3, Sessions 2-3, 5 Module 4, Session 3

Kindergarten Priority Standards:

- I count to 100. (K.CC.A.1)
 - Module 2 Session 1 Frog Jump Measuring
 - Module 2 Session 4 Unifix Cube Measuring
- I count forward from numbers other than 1. (K.CC.A.2)
 - Module 1 All Sessions 1-5
 - Module 3 Session 2 One More Than, One Less Than
 - Module 3 Session 3 Two More Than, Two Less Than
- I write numbers from 0 to 20. (K.CC.A.3)
 - Module 2 Session 3 Frog Eyes- Counting by Twos
- I represent the number of objects in a group with the written number. (K.CC.A.3)
 - Module 1 Session 1 Bug Catchers
 - Module 1 Session 2 Intro. Work Place 8A Bug Catchers
 - Module 1 Session 3 Piggy Bank Subtraction
 - Module 1 Session 4 Intro. Work Place 8B Piggy Bank Subtraction
 - Module 2 Session 4 Unifix Cube Measuring
 - Module 2 Session 5 Make It Ten
 - Module 4 Session 1 Where Do You See It?
- I show my understanding that each number I count is one more than the previous number. (K.CC.B.4.c)
 - Module 3 Session 2 One More Than, One Less Than
- I count to answer "how many?" questions for up to 20 objects arranged in many ways (in a line, in a rectangular array, in a circle, in a scattered configuration). (K.CC.B.5)
 - Module 2 Session 3 Frog Eyes- Counting by Twos
 - Module 4 Session 1 Where Do You See It?
- I count out a given number (0- 20) of objects. (K.CC.B.5)
 - Module 1 Session 5 Intro. Work Place 8C Count & Compare Bugs
 - Module 3 Session 1 Place Value Build & Win
 - Module 4 Session 4 Double Irish Chain Frog Quilt, Part 1
- I identify the number of objects in one group is greater than, less than, or equal to the number of objects in another group. I can describe the results. (K.CC.C.6)
 - Module 1 Session 5 Intro. Work Place 8C Count & Compare Bugs
 - Module 2 Session 1 Frog Jump Measuring
 - Module 2 Session 2 Intro. Work Place 8D Frog Jump Measuring
 - Module 3 Session 1 Place Value Build & Win

- Module 3 Session 4 Count & Compare Bugs Checkpoint
- Module 3 Session 5 Race You to 30 Cents
- I compare two numbers between 1-10 presented as written numerals. I can describe the results. (K.CC.C.7)
 - Module 3 Session 1 Place Value Build & Win
- I show my understanding of addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. (K.OA.1)
 - Module 1 Session 1 Bug Catchers
 - Module 1 Session 2 Intro. Work Place 8A Bug Catchers
 - Module 1 Session 3 Piggy Bank Subtraction
 - Module 1 Session 4 Intro. Work Place 8B Piggy Bank Subtraction
 - Module 2 Session 3 Frog Eyes- Counting by Twos
 - Module 2 Session 4 Unifix Cube Measuring
 - Module 4 Session 2 Show Me
 - Module 4 Session 3 Fact Families
- I add within 10 using objects or drawings to represent the problem. (K.OA.2)
 - Module 2 Session 3 Frog Eyes- Counting by Twos
 - Module 3 Session 2 One More Than, One Less Than
 - Module 3 Session 3 Two More Than, Two Less Than
 - Module 4 Session 1 Where Do You See It?
 - Module 4 Session 2 Show Me
- I subtract within 10 using objects or drawings to represent the problem. (K.OA.2)
 - Module 1 Session 1 Bug Catchers
 - Module 1 Session 2 Intro. Work Place 8A Bug Catchers
 - Module 1 Session 3 Piggy Bank Subtraction
 - Module 1 Session 4 Intro. Work Place 8C Piggy Bank Subtraction
 - Module 4 Session 1 Where Do You See It?
- I decompose numbers less than or equal to 10 into pairs in more than one way. (K.OA.3)
 - Module 3 Session 5 Race You to 30 Cents
- I decompose numbers less than or equal to 10 and record each decomposition by a drawing or equation. (K.OA.3)
 - Module 1 Session 1 Bug Catchers
 - Module 1 Session 2 Intro. Work Place 8A Bug Catchers
 - Module 1 Session 4 Intro. Work Place 8B Piggy Bank Subtraction
 - Module 2 Session 5 Make It Ten
 - Module 4 Session 1 Where Do You See It?
 - Module 4 Session 2 Show Me
 - Module 4 Session 2 Show Me
- I find the number that makes 10 when added to a given number 1-9.(K.OA.4)
 - Module 1 Session 1 Bug Catchers
 - Module 1 Session 3 Piggy Bank Subtraction
 - Module 2 Session 5 Make It Ten
 - Module 3 Session 5 Race You to 30 Cents
- I find the complements of 10 using objects, pictures, and number models. (K.OA.4)
 - Module 4 Session 1 Where Do You See It?
- I fluently add within 5. (K.OA.5)
 - Module 4 Session 2 Show Me
- I fluently subtract within 5. (K.OA.5)
 - Module 1 Session 1
 - Module 1 Session 2
 - Module 1 Session 3
 - Module 1 Session 4

- Module 4 Session 2 Show Me
- I compose and decompose numbers from 11-19 into ten and ones by using objects or drawings. (K.NBT.1)
 - Module 1 Session 5 Intro. Work Place 8C Count & Compare Bugs
 - Module 3 Session 1 Place Value Build & Win
 - Module 3 Session 2 One More Than, One Less Than
 - Module 3 Session 3 Two More Than, Two Less Than
 - Module 3 Session 4 Count & Compare Bugs Checkpoint
 - Module 3 Session 5 Race You to 30 Cents
- I compose or decompose numbers from 11-19 into ten and ones and record by using a drawing or an equation. (K.NBT.1)
 - Module 2 Session 4 Unifix Cube Measuring
 - Module 3 Session 4 Count & Compare Bugs Checkpoint

Kindergarten Supporting Standards:

- I describe several measurable attributes of a single object. (K.MD.1)
 - Module 2 Session 1 Frog Jump Measuring
 - Module 2 Session 2 Intro. Work Place 8D Frog Jump Measuring
 - Module 2 Session 4 Unifix Cube Measuring
- I describe the measurable attributes of objects. "This rope is longer than that belt."(K.MD.2)
 - Module 2 Session 1 Frog Jump Measuring
 - Module 2 Session 2 Intro. Work Place 8D Frog Jump Measuring
- I compare the lengths of various items and objects. (K.MD.2)
 - Module 2 Session 1 Frog Jump Measuring
 - Module 2 Session 2 Intro. Work Place 8D Frog Jump Measuring
 - Module 2 Session 4 Unifix Cube Measuring

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

- Bridges Unit Checkpoints
- Quarterly Assessments

Other assessment options

May include, but are not limited to the following:

- Bridges Unit Observational Assessments
- Student Work Samples

Digital Tools & Supplementary Resources

Bridges Intervention
Dreambox