

## Kindergarten Mathematics-Number Corner

<b>Curriculum/Content Area: Mathematics</b>	<b>Course Length: School Year</b>
<b>Course Title: Kindergarten Mathematics-Number Corner</b>	<b>Date last reviewed: February 2nd, 2016</b> <a href="#">Previous Kindergarten UbD</a>
<b>Prerequisites: NA</b>	<b>Board approval date: TBD</b>
<b>Primary Resource:</b> 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	
<b>Habits of Mind</b>	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.
<b>Reasoning &amp; Explaining</b>	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.
<b>Modeling &amp; Using Tools</b>	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 is most helpful to solve problems or complete tasks.
<b>Seeing Structure &amp; Generalizing</b>	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 numbers 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?"

## September

**Overview:** This month focuses on two-dimensional shapes (circles, rectangles, triangles, and squares), basic counting skills, and combinations of 5.

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

- 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.

### **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).

**Learning Targets**

**Kindergarten Priority:**

Mathematical Practice Standard Connections		
<b>Habits of Mind</b>	<b>MP.1</b>	<b>MP.6</b>
<b>Reasoning &amp; Explaining</b>	<b>MP.2</b> <ul style="list-style-type: none"> <li>● Calendar Collector</li> </ul>	<b>MP.3</b>
<b>Modeling &amp; Tools</b>	<b>MP.4</b> <ul style="list-style-type: none"> <li>● Days in School</li> </ul>	<b>MP.5</b>
<b>Seeing Structure &amp; Generalizing</b>	<b>MP.7</b> <ul style="list-style-type: none"> <li>● Calendar Grid</li> <li>● Computational Fluency</li> <li>● Number Line</li> </ul>	<b>MP.8</b> <ul style="list-style-type: none"> <li>● Calendar Grid</li> <li>● Calendar Collector</li> <li>● Days in School</li> <li>● Computational Fluency</li> <li>● Number Line</li> </ul>

**Kindergarten Priority:**

- I count to 100. (K.CC.A.1)
  - Number Line
- I count to 100 by tens. (K.CC.A.1)
  - Calendar Collector
  - Days in School
- I count forward from numbers other than 1. (K.CC.A.2)
  - Number Line
- I write numbers from 0 to 20. (K.CC.A.3)
  - Number Line
- I count objects aloud, pairing each object with the numeral. (K.CC.B.4a)
  - Calendar Collector
  - Days in School
  - Computational Fluency
  - Number Line
- 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)
  - Calendar Collector
  - Computational Fluency
- I explain why a number of objects remains the same regardless of the arrangement. (K.CC.B.4b)
  - Calendar Collector
- I show my understanding that each number I count is one more than the previous number. (K.CC.B.4.c)
  - Days in School
  - Computational Fluency
- 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)
  - Computational Fluency

- I count out a given number (0- 20) of objects. (K.CC.B.5)
  - Calendar Collector
- 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)
  - Calendar Collector
- I find the number that makes 10 when added to a given number 1-9.(K.OA.4)
  - Computational Fluency

**Kindergarten Supporting:**

- I describe objects in the environment using names of shapes.(K.G.1)
  - Calendar Grid
- I name 2D and 3D shapes by name regardless of their orientation or size. (K.G.2)
  - Calendar Grid
- I identify shapes as 2D (two dimensional, “flat”) or 3D (three dimensional, “solid”). (K.G.3)
  - Calendar Grid
- I analyze and compare two- and three-dimensional shapes using language to describe their similarities, differences, parts and other attributes. (K.G.4)
  - Calendar Grid

**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

**October**

**Overview:** This month features a variety of counting skills, as well as activities to help develop a solid sense of 5 and 10.

**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.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.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  $5 = 4 + 1$ ).
- 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.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 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 numbers 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.

**Learning Targets****Kindergarten Priority:**

Mathematical Practice Standard Connections		
<b>Habits of Mind</b>	<b>MP.1</b> • Days In School	<b>MP.6</b>
<b>Reasoning &amp; Explaining</b>	<b>MP.2</b> • Calendar Collector	<b>MP.3</b> • Calendar Grid
<b>Modeling &amp; Tools</b>	<b>MP.4</b>	<b>MP.5</b>
<b>Seeing Structure &amp; Generalizing</b>	<b>MP.7</b> • Calendar Grid • Days In School • Computational Fluency • Number Line	<b>MP.8</b> • Calendar Grid • Calendar Collector • Computational Fluency • Number Line

**Kindergarten Priority:**

- I count to 100. (K.CC.A.1)
  - October Calendar Collector
  - October Days in School
  - October Number Line
- I count to 100 by tens. (K.CC.A.1)
  - October Days in School
- I count forward from numbers other than 1. (K.CC.A.2)
  - October Number Line
- I write numbers from 0 to 20. (K.CC.A.3)
  - October Number Line
- I count objects aloud, pairing each object with the numeral. (K.CC.B.4a)

- October Calendar Grid
- October Calendar Collector
- October Days in School
- October Computational Fluency
- October Number Line
- 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)
  - October Calendar Grid
  - October Calendar Collector
  - October Days in School
  - October Computational Fluency
  - October Number Line
- I show my understanding that each number I count is one more than the previous number. (K.CC.B.4.c)
  - October Calendar Grid
  - October Days in School
  - October Computational Fluency
  - October Number Line
- 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)
  - October Calendar Collector
  - October Days in School
  - October Computational Fluency
- 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)
  - October Calendar Collector
- 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)
  - October Calendar Collector
- I decompose numbers less than or equal to 10 into pairs in more than one way. (K.OA.3)
  - October Calendar Collector
  - October Computational Fluency

**Kindergarten Supporting:**

- I sort and categorize objects based on an attribute and count the number of objects in each category. (K.MD.3)
  - October Calendar Collector
- 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)
  - October Calendar Grid

**Assessment Evidence**

<p><b>Performance Assessment Options</b></p> <ul style="list-style-type: none"> <li>● Bridges Unit Checkpoints</li> <li>● Quarterly Assessments</li> </ul>	<p><b>Other assessment options</b></p> <ul style="list-style-type: none"> <li>● Bridges Unit Observational Assessments</li> <li>● Student Work Samples</li> </ul>
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**Digital Tools & Supplementary Resources**

Bridges Intervention  
 Dreambox

## November

**Overview:** This month features two- and three-dimensional shapes. It also includes some comparing and measuring activities. As well as counting skills, numeral reading and writing, and combinations of 5 and 10.

## 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.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  $5 = 4 + 1$ )
- 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.

### Supporting Standards

#### K.MD Describe and compare measurable attributes

- 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.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:

#### Mathematical Practice Standard Connections

Habits of Mind	MP.1 • Days in School	MP.6
Reasoning & Explaining	MP.2	MP.3

	<ul style="list-style-type: none"> <li>• Calendar Collector</li> <li>• Computational Fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Days in School</li> </ul>
<b>Modeling &amp; Tools</b>	<b>MP.4</b>	<b>MP.5</b>
<b>Seeing Structure &amp; Generalizing</b>	<b>MP.7</b> <ul style="list-style-type: none"> <li>• Calendar Grid</li> <li>• Days in School</li> <li>• Number Line</li> </ul>	<b>MP.8</b> <ul style="list-style-type: none"> <li>• Calendar Collector</li> <li>• Computational Fluency</li> <li>• Number Line</li> </ul>

**Kindergarten Priority:**

- I count to 100. (K.CC.A.1)
  - November Days in School
  - November Number Line
- I count to 100 by tens. (K.CC.A.1)
  - November Days in School
  - November Number Line
- I count forward from numbers other than 1. (K.CC.A.2)
  - November Number Line
- I write numbers from 0 to 20. (K.CC.A.3)
  - November Number Line
- I count objects aloud, pairing each object with the numeral. (K.CC.B.4a)
  - November Calendar Collector
  - November Days in School
  - November Computational Fluency
- 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)
  - November Calendar Collector
  - November Days in School
  - November Computational Fluency
- I explain why a number of objects remains the same regardless of the arrangement. (K.CC.B.4b)
  - November Calendar Collector
- I show my understanding that each number I count is one more than the previous number. (K.CC.B.4.c)
  - November Number Line
- 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)
  - November Calendar Collector
  - November Computational Fluency
- 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)
  - November Calendar Collector
- I decompose numbers less than or equal to 10 and record each decomposition by a drawing or equation. (K.OA.3)
  - November Computational Fluency
- I find the number that makes 10 when added to a given number 1-9.(K.OA.4)
  - November Days in School

**Kindergarten Supporting:**

- I describe objects in the environment using names of shapes.(K.G.1)
  - November Number Line
- 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)

- November Calendar Grid
- I name 2D and 3D shapes by name regardless of their orientation or size. (K.G.2)
  - November Calendar Grid
- I identify shapes as 2D (two dimensional, “flat”) or 3D (three dimensional, “solid”). (K.G.3)
  - November Calendar Grid
- I analyze and compare two- and three-dimensional shapes using language to describe their similarities, differences, parts and other attributes. (K.G.4)
  - November Calendar Grid
- I model shapes in the world using a variety of media and by drawing. (K.G.5)
  - November Calendar Grid

### 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

## December

**Overview:** This month features positional language, as students name and predict the location of the teddy bear relative to the box on each new marker. During calendar collector the class collects pattern blocks in four different shapes, sorts them, and orders the collections by quantity. The days in school workout continues with the addition of a paper chain students use to count down the days until winter break. The computational fluency workout features numbers and combinations between 5 and 10, while the number line workout provides a look at numbers through 29 with plenty of lively games to engage students during this short month.

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

- K.OA.1 Represent addition with objects, fingers, drawings, and equations.
- K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, and record the

decompositions with fingers, drawings, and equations.

**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

**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.

**Learning Targets**

**Kindergarten Priority:**

Mathematical Practice Standard Connections		
<b>Habits of Mind</b>	<b>MP.1</b>	<b>MP.6</b> <ul style="list-style-type: none"> <li>• Calendar Grid</li> <li>• Calendar Collector</li> </ul>
<b>Reasoning &amp; Explaining</b>	<b>MP.2</b> <ul style="list-style-type: none"> <li>• Calendar Collector</li> <li>• Days in School</li> <li>• Computational Fluency</li> </ul>	<b>MP.3</b>
<b>Modeling &amp; Tools</b>	<b>MP.4</b> <ul style="list-style-type: none"> <li>• Computational Fluency</li> </ul>	<b>MP.5</b>
<b>Seeing Structure &amp; Generalizing</b>	<b>MP.7</b> <ul style="list-style-type: none"> <li>• Calendar Grid</li> <li>• Days in School</li> <li>• Number Line</li> </ul>	<b>MP.8</b> <ul style="list-style-type: none"> <li>• Computational Fluency</li> <li>• Number Line</li> </ul>

**Kindergarten Priority:**

- I count to 100. (K.CC.A.1)
  - December Calendar Collector
  - December Days in School
  - December Number Line
- I count to 100 by tens. (K.CC.A.1)
  - December Calendar Collector
  - December Days in School
  - December Number Line
- I write numbers from 0 to 20. (K.CC.A.3)
  - December Number Line
- I count objects aloud, pairing each object with the numeral. (K.CC.B.4a)
  - December Calendar Collector
  - December Days in School
  - December Computational Fluency
- 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)
  - December Calendar Collector
  - December Days in School
  - December Computational Fluency
- I show my understanding that each number I count is one more than the previous number. (K.CC.B.4.c)

- December Computational Fluency
- December Number Line
- 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)
  - December Calendar Collector
  - December Days in School
- I show my understanding of addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. (K.OA.1)
  - December Computational Fluency
- I decompose numbers less than or equal to 10 into pairs in more than one way. (K.OA.3)
  - December Computational Fluency
- I decompose numbers less than or equal to 10 and record each decomposition by a drawing or equation. (K.OA.3)
  - December Computational Fluency
- I compose or decompose numbers from 11-19 into ten and ones and record by using a drawing or an equation. (K.NBT.1)
  - December Calendar Collector
- 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)
  - December Days in School

**Kindergarten Supporting:**

- I sort and categorize objects based on an attribute and count the number of objects in each category. (K.MD.3)
  - December Calendar Collector
- 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)
  - December Calendar Grid

**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

**January**

**Overview:** This month three different workouts feature addition combinations to 10- calendar grid, days in school. and computational fluency. During calendar collector, the class collects unifix cubes in three different colors, places the cubes in the calendar collector pocket chart, and also displays the results on recording strips. The number line workout deals with interval counting and comparing numerals to 20.

**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.4c Demonstrate that each successive number name refers to a quantity that is one larger than the previous number name.
- 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 that number and record the answer.

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

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

## Learning Targets

### Kindergarten Priority:

Mathematical Practice Standard Connections		
Habits of Mind	MP.1	MP.6 • Calendar Collector
Reasoning & Explaining	MP.2 • Calendar Grid • Calendar Collector • Days in School • Computational Fluency	MP.3

<b>Modeling &amp; Tools</b>	<b>MP.4</b> <ul style="list-style-type: none"> <li>• Calendar Grid</li> </ul>	<b>MP.5</b>
<b>Seeing Structure &amp; Generalizing</b>	<b>MP.7</b> <ul style="list-style-type: none"> <li>• Calendar Grid</li> <li>• Days in School</li> <li>• Number Line</li> </ul>	<b>MP.8</b> <ul style="list-style-type: none"> <li>• Computational Fluency</li> <li>• Number Line</li> </ul>

**Kindergarten Priority:**

- I count to 100. (K.CC.A.1)
  - January Days in School
  - January Number Line
- I count to 100 by tens. (K.CC.A.1)
  - January Days in School
  - January Number Line
- I count forward from numbers other than 1. (K.CC.A.2)
  - January Number Line
- I represent the number of objects in a group with the written number. (K.CC.A.3)
  - January Number Line
- I count objects aloud, pairing each object with the numeral. (K.CC.B.4a)
  - January Calendar Collector
  - January Days in School
- 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)
  - January Calendar Collector
  - January Days in School
- I explain why a number of objects remains the same regardless of the arrangement. (K.CC.B.4b)
  - January Computational Fluency
- I show my understanding that each number I count is one more than the previous number. (K.CC.B.4.c)
  - January Calendar Grid
  - January Number Line
- 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)
  - January Calendar Grid
  - January Calendar Collector
- 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)
  - January Calendar Collector
  - January Number Line
- I compare two numbers between 1-10 presented as written numerals. I can describe the results. (K.CC.C.7)
  - January Number Line
- I show my understanding of addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. (K.OA.1)
  - January Calendar Grid
  - January Days in School
  - January Computational Fluency
- I add within 10 using objects or drawings to represent the problem. (K.OA.2)
  - January Calendar Grid
- I decompose numbers less than or equal to 10 and record each decomposition by a drawing or equation. (K.OA.3)
  - January Calendar Grid
  - January Computational Fluency

- I find the number that makes 10 when added to a given number 1-9.(K.OA.4)
  - January Days in School
- I compose and decompose numbers from 11-19 into ten and ones by using objects or drawings. (K.NBT.1)
  - January Calendar Collector

**Kindergarten Supporting:**

- I sort and categorize objects based on an attribute and count the number of objects in each category. (K.MD.3)
  - January Calendar Collector

**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

**February**

**Overview:** Counting is heavily featured. During the calendar grid workout, students count and compare sets of dots to 30. The Class collects pennies, and nickels during the calendar collector as a way to practice counting on from 5 and developing greater fluency with combination of 5. During days in school, students practice counting by 10s to 100 with Crandall the Crab and his nine cousins. During the number line workout students focus on counting and reading numbers to 20 as they deepen their understandings of teen numbers, and the computational fluency workout features story problems to 10.

**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.4c Demonstrate that each successive number name refers to a quantity that is one larger than the previous number name.
- 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.B.5 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.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 that number and record the answer.
- 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

**Learning Targets**

**Kindergarten Priority:**

Mathematical Practice Standard Connections		
<b>Habits of Mind</b>	<b>MP.1</b>	<b>MP.6</b> <ul style="list-style-type: none"> <li>● Calendar Grid</li> <li>● Number Line</li> </ul>
<b>Reasoning &amp; Explaining</b>	<b>MP.2</b> <ul style="list-style-type: none"> <li>● Calendar Collector</li> </ul>	<b>MP.3</b>
<b>Modeling &amp; Tools</b>	<b>MP.4</b> <ul style="list-style-type: none"> <li>● Computational Fluency</li> </ul>	<b>MP.5</b>
<b>Seeing Structure &amp; Generalizing</b>	<b>MP.7</b> <ul style="list-style-type: none"> <li>● Calendar Grid</li> <li>● Days in School</li> <li>● Number Line</li> </ul>	<b>MP.8</b> <ul style="list-style-type: none"> <li>● Calendar Grid</li> <li>● Days in School</li> <li>● Number Line</li> </ul>

**Kindergarten Priority:**

- I count to 100. (K.CC.A.1)
  - February Number Line
  - February Days in School
- I count to 100 by tens. (K.CC.A.1)
  - February Days in School
- I count forward from numbers other than 1. (K.CC.A.2)
  - February Calendar Grid
  - February Calendar Collector
  - February Number Line
- I write numbers from 0 to 20. (K.CC.A.3)
  - February Number Line
- I represent the number of objects in a group with the written number. (K.CC.A.3)
  - February Number Line
- I count objects aloud, pairing each object with the numeral. (K.CC.B.4a)
  - February Days in School

- 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)
  - February Days in School
- I show my understanding that each number I count is one more than the previous number. (K.CC.B.4.c)
  - February Calendar Grid
  - February Number Line
- 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)
  - February Calendar Grid
- I count out a given number (0- 20) of objects. (K.CC.B.5)
  - February Computational Fluency
- 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)
  - February Calendar Grid
- I show my understanding of addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. (K.OA.1)
  - February Calendar Collector
  - February Computational Fluency
- I add within 10 using objects or drawings to represent the problem. (K.OA.2)
  - February Calendar Collector
  - February Computational Fluency
- I subtract within 10 using objects or drawings to represent the problem. (K.OA.2)
  - February Calendar Collector
  - February Computational Fluency
- I decompose numbers less than or equal to 10 into pairs in more than one way. (K.OA.3)
  - February Calendar Collector
- I find the number that makes 10 when added to a given number 1-9.(K.OA.4)
  - February Days in School
  - February Computational Fluency
- I find the complements of 10 using objects, pictures, and number models. (K.OA.4)
  - February Computational Fluency
- I fluently add within 5. (K.OA.5)
  - February Calendar Collector
- I fluently subtract within 5. (K.OA.5)
  - February Calendar Collector
- I compose and decompose numbers from 11-19 into ten and ones by using objects or drawings. (K.NBT.1)
  - February Number Line

### 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

### March

**Overview:** The students will focus on combinations that make 5 & 10 this month. They will also work on subtraction number stories. The students will also focus on counting by 1s and 10s as well as reading numbers to 30.

## 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.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.

### Supporting Standards

- 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:

Mathematical Practice Standard Connections		
Habits of Mind	<b>MP.1</b> <ul style="list-style-type: none"> <li>• March Calendar Grid</li> </ul>	<b>MP.6</b> <ul style="list-style-type: none"> <li>• March Number Line</li> </ul>
Reasoning & Explaining	<b>MP.2</b> <ul style="list-style-type: none"> <li>• March Calendar Grid</li> <li>• March Computational Fluency</li> </ul>	<b>MP.3</b> <ul style="list-style-type: none"> <li>• March Calendar Grid</li> <li>• March Number Line</li> </ul>
Modeling & Tools	<b>MP.4</b> <ul style="list-style-type: none"> <li>• March Calendar Collector</li> <li>• March Computational</li> </ul>	<b>MP.5</b>

	Fluency	
<b>Seeing Structure &amp; Generalizing</b>	<b>MP.7</b> <ul style="list-style-type: none"> <li>• March Days in School</li> <li>• March Number Line</li> </ul>	<b>MP.8</b> <ul style="list-style-type: none"> <li>• March Days in School</li> <li>• March Number Line</li> </ul>

**Kindergarten Priority:**

- I count to 100. (K.CC.A.1)
  - March Days in School
  - March Number Line
- I count to 100 by tens. (K.CC.A.1)
  - March Days in School
- I count forward from numbers other than 1. (K.CC.A.2)
  - March Days in School
  - March Number Line
- I write numbers from 0 to 20. (K.CC.A.3)
  - March Number Line
- I count objects aloud, pairing each object with the numeral. (K.CC.B.4a)
  - March Days in School
- 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)
  - March Days in School
- 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)
  - March Calendar Grid
- I count out a given number (0- 20) of objects. (K.CC.B.5)
  - March Calendar Grid
  - March Computational Fluency
- 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)
  - March Calendar Collector
  - March Number Line
- I compare two numbers between 1-10 presented as written numerals. I can describe the results. (K.CC.C.7)
  - March Number Line
- I show my understanding of addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. (K.OA.1)
  - March Calendar Grid
  - March Calendar Collector
  - March Computational Fluency
- I add within 10 using objects or drawings to represent the problem. (K.OA.2)
  - March Calendar Grid
  - March Calendar Collector
- I subtract within 10 using objects or drawings to represent the problem. (K.OA.2)
  - March Computational Fluency
- I decompose numbers less than or equal to 10 into pairs in more than one way. (K.OA.3)
  - March Calendar Collector
  - March Computational Fluency
- I find the number that makes 10 when added to a given number 1-9.(K.OA.4)
  - March Calendar Grid
  - March Days in School
  - March Number Line

- I fluently add within 5. (K.OA.5)
  - Calendar Collector

**Kindergarten Supporting:**

- I sort and categorize objects based on an attribute and count the number of objects in each category. (K.MD.3)
  - March Calendar Collector

**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

**April**

**Overview:** This month the students will explore a measuring tool and an object that can be measured. They will explore and compare the attributes of length, weight, capacity, and temperature. Students will also learn some associated vocabulary.

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

## Supporting Standards

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

## Learning Targets

### Kindergarten Priority:

Mathematical Practice Standard Connections		
<b>Habits of Mind</b>	<b>MP.1</b> <ul style="list-style-type: none"> <li>• Computational Fluency</li> </ul>	<b>MP.6</b> <ul style="list-style-type: none"> <li>• Number line</li> </ul>
<b>Reasoning &amp; Explaining</b>	<b>MP.2</b> <ul style="list-style-type: none"> <li>• Calendar Collector</li> </ul>	<b>MP.3</b> <ul style="list-style-type: none"> <li>• Computational Fluency</li> </ul>
<b>Modeling &amp; Tools</b>	<b>MP.4</b> <ul style="list-style-type: none"> <li>• Calendar Grid</li> <li>• Calendar Collector</li> <li>• Days in School</li> </ul>	<b>MP.5</b> <ul style="list-style-type: none"> <li>• Calendar Grid</li> <li>• Computational Fluency</li> </ul>
<b>Seeing Structure &amp; Generalizing</b>	<b>MP.7</b> <ul style="list-style-type: none"> <li>• Calendar Grid</li> </ul>	<b>MP.8</b> <ul style="list-style-type: none"> <li>• Days in School</li> </ul>

### Kindergarten Priority:

- I count to 100. (K.CC.A.1)
  - April Number Line
- I count to 100 by tens. (K.CC.A.1)
  - April Number Line
- I count forward from numbers other than 1. (K.CC.A.2)
  - April Number Line
- I show my understanding that each number I count is one more than the previous number. (K.CC.B.4.c)
  - April Number Line
- 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)
  - April Calendar Collector
- I show my understanding of addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. (K.OA.1)
  - April Calendar Collector
  - April Computational Fluency
- I add within 10 using objects or drawings to represent the problem. (K.OA.2)
  - April Calendar Collector
  - April Computational Fluency
- I decompose numbers less than or equal to 10 into pairs in more than one way. (K.OA.3)
  - April Calendar Collector
- I find the number that makes 10 when added to a given number 1-9.(K.OA.4)
  - April Number Line
- I find the complements of 10 using objects, pictures, and number models. (K.OA.4)
  - April Number Line

- I fluently add within 5. (K.OA.5)
  - April Calendar Collector

**Kindergarten Supporting:**

- I describe several measurable attributes of a single object. (K.MD.1)
  - April Calendar Grid
- I describe the measurable attributes of objects. "This rope is longer than that belt."(K.MD.2)
  - April Calendar Grid
- I compare weights using standard and non-standard math tools. (K.MD.2)
  - April Calendar Grid
- I compare the lengths of various items and objects. (K.MD.2)
  - April Calendar Grid
- I sort and categorize objects based on an attribute and count the number of objects in each category. (K.MD.3)
  - April Calendar Grid

**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

**May**

**Overview:** This month the students will represent & solve addition and subtraction story problems, develop fluency with facts to 5, and practice counting.

**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.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.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.

### Supporting Standards

#### K.MD Describe and compare measurable attributes

- 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:

Mathematical Practice Standard Connections		
<b>Habits of Mind</b>	<b>MP.1</b> <ul style="list-style-type: none"> <li>• Calendar Grid</li> <li>• Computational Fluency</li> </ul>	<b>MP.6</b>
<b>Reasoning &amp; Explaining</b>	<b>MP.2</b> <ul style="list-style-type: none"> <li>• Calendar Collector</li> </ul>	<b>MP.3</b> <ul style="list-style-type: none"> <li>• Calendar Grid</li> <li>• Number Line</li> </ul>
<b>Modeling &amp; Tools</b>	<b>MP.4</b> <ul style="list-style-type: none"> <li>• Calendar Collector</li> <li>• Days in School</li> </ul>	<b>MP.5</b> <ul style="list-style-type: none"> <li>• Calendar Grid</li> </ul>
<b>Seeing Structure &amp; Generalizing</b>	<b>MP.7</b> <ul style="list-style-type: none"> <li>• Number Line</li> </ul>	<b>MP.8</b> <ul style="list-style-type: none"> <li>• Days in School</li> <li>• Computational Fluency</li> <li>• Number Line</li> </ul>

#### Kindergarten Priority:

- I count to 100. (K.CC.A.1)
  - May Days in School
  - May Number Line
- I count to 100 by tens. (K.CC.A.1)
  - May Days in School
- I count forward from numbers other than 1. (K.CC.A.2)
  - May Computational Fluency
  - May Number Line
- I count objects aloud, pairing each object with the numeral. (K.CC.B.4a)
  - May Days in School
- 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)
  - May Days in School
- 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)
  - May Calendar Collector
- I show my understanding of addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. (K.OA.1)
  - May Calendar Grid
  - May Calendar Collector

- May Computational Fluency
- I add within 10 using objects or drawings to represent the problem. (K.OA.2)
  - May Calendar Grid
  - May Calendar Collector
- I subtract within 10 using objects or drawings to represent the problem. (K.OA.2)
  - May Calendar Grid
- I decompose numbers less than or equal to 10 into pairs in more than one way. (K.OA.3)
  - May Calendar Collector
  - May Computational Fluency
- I decompose numbers less than or equal to 10 and record each decomposition by a drawing or equation. (K.OA.3)
  - May Computational Fluency
- I find the number that makes 10 when added to a given number 1-9.(K.OA.4)
  - May Days in School
- I fluently add within 5. (K.OA.5)
  - May Computational Fluency

**Kindergarten Supporting:**

- I sort and categorize objects based on an attribute and count the number of objects in each category. (K.MD.3)
  - May Calendar Collector

**Assessment Evidence**

**Performance Assessment Options**

- Bridges Unit Checkpoints
- Quarterly Assessments

**Other assessment options**

- Bridges Unit Observational Assessments
- Student Work Samples

**Digital Tools & Supplementary Resources**

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