

Course Description

Students will be able to identify and master number sense, operations in base ten, relationships and algebraic thinking, geometry, measurement, and data.

Scope And Sequence

Timeframe	Unit	Instructional Topics
13 Day(s)	Number Sense: Numbers 0-5	<ol style="list-style-type: none"> 1. 1-1 Count 1,2, and 3 2. 1-2 Recognize numbers 1,2,3 in different arrangements 3. 1-3 Read and Write 1, 2, and 3 4. 1-4 Count 4 and 5 5. 1-5 Recognize 4 and 5 in different arrangements 6. 1-6 Read and Write 4 and 5 7. 1-7 Identify the number 0 8. 1-8 Read and Write Zero 9. 1-9 Ways to Make 5 10. 1-10 Count numbers to 5 11. 1-11 Math Practices and Problem Solving: Construct Arguments 12. Review Unit 13. Assessment
9 Day(s)	Number Sense: Compare Numbers 0-5	<ol style="list-style-type: none"> 1. 2-1 Equal Groups 2. 2-2 Greater Than 3. 2-3 Less Than 4. 2-4 Compare Groups to 5 By Counting 5. 2-5 Compare Numbers to 5 6. 2-6 Math Practices and Problem Solving: Model with Math 7. Assessment 8. Review Unit
11 Day(s)	Number Sense: Numbers 6-10	<ol style="list-style-type: none"> 1. 3-1: Count 6 and 7 2. 3-2: Read and Write the numbers 6 and 7 3. 3-3: Count 8 and 9 4. 3-4: Read and Write 8 and 9 5. 3-5: Count 10 6. 3-6: Read and Write 10 7. 3-7: Ways to Make 10 8. 3-8: Math Practices and Problem Solving: Look For and Use Structure 9. Review Unit 10. Assessment
9 Day(s)	Number Sense: Compare Numbers 0 to 10	<ol style="list-style-type: none"> 1. 4-1: Compare Groups to 10 2. 4-2: Compare Numbers Using Numerals 3. 4-3: Compare Groups to 10 By Counting 4. 4-4: Compare Numbers to 10 5. 4-5: Count Numbers to 10 6. 4-6: Repeated Reasoning 7. Review Unit 8. Assessment
7 Day(s)	Data and Statistics: Classify and Count Data	<ol style="list-style-type: none"> 1. 5-1 Classify Objects into Categories 2. 5-2 Count the Number of Objects in Each Category 3. 5-3 Sort the Categories by Counting 4. 5-4 Critique Reasoning
12 Day(s)	Relationships and Algebraic Thinking: Understand Addition	<ol style="list-style-type: none"> 1. 6-1 Explore Addition 2. 6-2 Represent Addition as Adding To 3. 6-3 Represent Addition as Putting Together 4. 6-4 Using the Plus Sign 5. 6-5 Represent and Explain Addition with Equations 6. 6-6 Continue to Represent and Explain Addition with Equations 7. 6-7 Solve Addition Word Problems: Add To 8. 6-8 Solve Addition Word Problems: Put Together 9. 6-9 Use Patterns to Develop Fluency in Addition 10. 6-10 Math Practices and Problem Solving: Model with Math

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

2 Week(s)	Relationships & Algebraic Thinking: Understand Subtraction	<ol style="list-style-type: none"> 1. 7-1 Explore Subtraction 2. 7-2: Represent As Taking Apart 3. 7-3: Represent as Taking From 4. 7-4: Use the Minus Sign 5. 7-5: Represent and Explain Subtraction with Equations 6. 7-6: Continue to Represent and Explain Subtraction with Equations 7. 7-7: Solve Subtraction Word Problems: Take From 8. 7-8: Use Patterns to Develop Fluency in Subtraction 9. 7-9: Math Practices and Problem Solving: Use Appropriate Tools
12 Day(s)	Relationships & Algebraic Thinking: More Addition and Subtraction	<ol style="list-style-type: none"> 1. 8-1: Decompose and Represent Numbers to 5 2. 8-2: Related Facts 3. 8-4: Math Practices and Problem Solving 4. 8-5: Fluently Add and Subtract to 5 5. 8-6: Decompose and Represent Numbers 6 and 7 6. 8-7: Decompose and Represent Numbers 8 and 9 7. 8-8: Decompose and Represent 10 8. 8-9 Find the Missing Part of 10
9 Day(s)	Number Sense: Count Numbers to 20	<ol style="list-style-type: none"> 1. 9-1: Count and Write 11 and 12 2. 9-2: Count and Write 13, 14, and 15 3. 9-3: Count and Write 16 and 17 4. 9-4: Count and Write 18, 19, 20 5. 9-5: Count Forward from any Number 6. 9-6: Count to Find How Many 7. 9-7: Math Practices and Problem Solving: Reasoning
9 Day(s)	Compose and Decompose Numbers 11 to 19	<ol style="list-style-type: none"> 1. 10-1: Make 11, 12, and 13 2. 10-2: make 14, 15, and 16 3. 10-3: Make 17, 18, and 19 4. 10-4: Find Parts of 11, 12, and 13 5. 10-5: Find Parts of 14, 15, and 16 6. 10-6: Find Parts of 17, 18, and 19 7. 10-7: Math Practices and Problem Solving-Applying and using thinking habits
8 Day(s)	Count Numbers to 100	<ol style="list-style-type: none"> 1. 11-1: Count Using Patterns to 30 2. 11-2: Count Using Patterns to 50 3. 11-3: Count by Tens to 100 4. 11-4: Count by Tens and Ones 5. 11-5: Count Forward From Any Number 6. 11-6: Count Using Patterns to 100 7. 11-7: Look for and Use Structure
2 Week(s)	Identify and Describe Shapes	<ol style="list-style-type: none"> 1. 12-1: Two-Dimensional and Three-Dimensional Shapes 2. 12-2: Circles and Triangles 3. 12-3: Squares and Other Triangles 4. 12-4: Hexagons 5. 12-5: Solid Figures 6. 12-6: Describe Shapes in the Environment 7. 12-7: Describe the Position of Shapes in the Environment 8. 12-8: Precision
9 Day(s)	Analyze, Compare, and Create Shapes	<ol style="list-style-type: none"> 1. 13-1: Analyze and Compare Two-Dimensional Shapes 2. 13-2: Analyze and Compare Three-Dimensional Shapes 3. 13-3: Compare Two-Dimensional and Three-Dimensional Shapes 4. 13-4: Make Sense and Persevere (Problem Solving) 5. 13-5: Make Two-Dimensional Shapes from Other Two-Dimensional Shapes 6. 13-6: Build Two-Dimensional Shapes 7. 13-7: Build Three-Dimensional Shapes
8 Day(s)	Describe and Compare Measurable Attributes	<ol style="list-style-type: none"> 1. 14-1: Compare Length and Height 2. 14-2: Compare by Capacity 3. 14-3: Compare by Weight 4. 14-4: Describe Objects by Attributes 5. 14-5: Describe Objects By Measurable Attributes 6. 14-6: Precision

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

Ongoing	Life Skills	1. Identify Coins 2. Time 3. Days of the Week
---------	-------------	---

Course Instructional Resources/Textbook

Envisions teacher manual and envision skill sheet

Manipulatives:

number line, pattern blocks, counters, ten frame, cubes, scale, shapes (2d & 3d), dice, bears

Course Details

Unit: Number Sense: Numbers 0-5

Duration: 13 Day(s)

Unit Description

The students will be able to recognize, count, read and write numbers 0-5. The students will be able to recognize numbers 0-5 in different arrangements. The students will be introduced to different ways to make 5.

Enduring Understandings/Essential Learner Outcomes

The students will be able to recognize, count, read, and write numbers 0-5. They will be able to recognize numbers 0-5 in different arrangements. The students will have an introduction to the different ways to make 5.

Academic Vocabulary

number, count, zero, one, two, three, four, five, part, whole, different ways, write

Assessment

End of Unit Assessment
One on One Assessment
Observation

Topic: 1-1 Count 1,2, and 3

Duration: 1 Day(s)

Description

The students will be able to count 1, 2, or 3 objects.

Academic Vocabulary (What terms will students need to know?)

count, one, two, three

Definition of Mastery

The students will be able to count 1-3 objects.
End of Unit Assessment
One on One Assessment
Observation

Learning Targets

I can use number names in the right order by pointing and counting 1-3 objects.

Assessment: Through the use of small group observation, the students will use counters to use the number names in the correct order using one to one correspondence.
Classroom Observation

I can count how many are in a group and show that a number stands for that group with numbers 1-3.

Assessment: The students will use counters or other objects to count sets up to 3.
Classroom Observation

I can understand that each number is one larger than the one before with numbers 1-3.

Assessment: The students will be able to use a number line to be able to understand that each number is one larger than the other.
End of the unit assessment
Classroom Observation

I can count 1-3 objects by pointing and counting in any order.

Assessment: The students will work in small group where the teacher will use counters/objects and have the students count. The teacher will change the arrangements of the counters/objects and have them count.
Classroom Observation

Topic: 1-2 Recognize numbers 1,2,3 in different arrangements

Duration: 1 Day(s)

Description

The students will count groups of 1, 2, and 3 objects shown in different ways.

Academic Vocabulary (What terms will students need to know?)

count, different ways

Definition of Mastery

The students will be able to count groups up to 3 objects shown in different ways.

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

End of Unit Assessment
One on one Assessment
Observation

Learning Targets

I can recognize numbers 1-3 in different ways.

Assessment: The students will work with a partner using objects and they will take turns changing the order of the objects and their partner counting them.

Classroom Observation

I can say the numbers 1-3 when counting objects.

Assessment: The teacher will show different groups of counters and have the students count the number of counters outloud and then write the number of counters on dry erase board.

Classroom Observation

Topic: 1-3 Read and Write 1, 2, and 3

Duration: 1 Day(s)

Description

The students will be able to read and write the numbers 1-3.

Academic Vocabulary (What terms will students need to know?)

write, number

Definition of Mastery

The students will be able to read and write numbers 1-3.

End of Unit Assessment
One on one Assessment
Observation

Learning Targets

I can read and write numbers 1-3.

Assessment: The students will use a dry erase board to show their knowledge of how many objects were in the group and write the number that represents the set.

Class Response System

I can say the numbers when counting up to 3 matching an object with one number name.

Assessment: The students will use connecting cubes to point and say the number names up to 3 cubes.
Classroom Observation

Topic: 1-4 Count 4 and 5

Duration: 1 Day(s)

Description

The students will be able to count four and five objects.

Academic Vocabulary (What terms will students need to know?)

Count, four, five

Definition of Mastery

The students will be able to count up to 5 objects.

End of Unit Assessment
One on One Assessment
Observation

Learning Targets

I can show 4 or 5 objects to show how many are in a group.

Assessment: The students will use objects/counters and dice to represent how many are in the set through small group observation.
Classroom Observation

Class Response System

I can say how many are in a group of four or five objects.

Assessment: The teacher will show counters/objects and have the students write how many are in the set using 5 or 5 objects.

Class Response System

I can count 4-5 objects by one pointing and counting in any order.

Assessment: The students will work in small group where the teacher will use counters/objects and have the students count. The teacher will change the arrangements of the counters/objects and have them count.
Class Response System

I can understand that each number is one larger than the one before with numbers 4-5.

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit

Required Course

Assessment: The students will be able to use a number line to be able to understand that each number is one larger than the other.
The teacher will have the students put a counter on a number and have the students put the counter on the number that is larger than the next.
Classroom Observation

Topic: 1-5 Recognize 4 and 5 in different arrangements

Duration: 1 Day(s)

Description

The students will count groups of 4 and 5 shown in different arrangements.

Academic Vocabulary (What terms will students need to know?)

groups, different, arrangements

Definition of Mastery

The students will be able to count groups of 4 and 5 in different ways

End of Unit Assessment

One on One assessment

Observation

Learning Targets

I can recognize 4 and 5 objects in different ways when they are counted.

The students will be able to understand the relationships between the numbers 4 and 5 regardless of their arrangement.

Assessment: The students will work with a partner using objects and taking turns changing the arrangements of the objects using 4 and 5 in the set.

Classroom Observation

I can say how many are in a group of 4 or 5 objects.

Assessment: The teacher will display counters/objects and have the students count and say to a partner how many are in the set. The teacher can do the same with a written response on dry erase boards of how many are in the set.

Class Discussion/Participation

Topic: 1-6 Read and Write 4 and 5

Duration: 1 Day(s)

Description

The students will be able to read and write the numbers 4 and 5.

Academic Vocabulary (What terms will students need to know?)

four, five

Definition of Mastery

The students will be able to read and write numbers up to 5.

End of Unit Assessment

One on One assessment

Observation

Learning Targets

I can read and write numbers 4 and 5.

Assessment: The students will use a dry erase board to count the number of objects in a set was write the number to represent the set using numbers 4 and 5 per observation.

Class Response System

Topic: 1-7 Identify the number 0

Duration: 1 Day(s)

Description

The students will use zero to tell when there are no objects.

Academic Vocabulary (What terms will students need to know?)

zero

Definition of Mastery

The students will be able to recognize and understand that zero is when there are no objects.

End of the Unit Assessment

One on One Assessment

Observation

Learning Targets

I can use 0 to tell when there are no objects.

Assessment: The students will use objects and dry erase boards to count and write the number in the set per small group and observation checklist.

Classroom Observation

I can recognize that when there are no objects in a group that it shows the number 0.

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit

Required Course

Assessment: The teacher will give the students different sets of objects and the students will point and count the objects. The teacher will show a set of 0-5 objects.
Classroom Observation

I can show and understand how many are in a group using the numbers 0-5.

Assessment: The teacher will display objects 0-5 and have the students verbally say how many are in the set.
Class Discussion/Participation

Topic: 1-8 Read and Write Zero

Duration: 1 Day(s)

Description

The students will be able to read and write the number zero.

Academic Vocabulary (What terms will students need to know?)

Zero

Definition of Mastery

End of Unit Assessment

One on One assessment

Observation

The students will be able to read and write the number 0.

Learning Targets

I can read and write the number 0.

Assessment: The students will use objects and dry erase boards to count and write the number in the set per observation and small group.
Classroom Observation

Topic: 1-9 Ways to Make 5

Duration: 1 Day(s)

Description

The students will be able to recognize that there are more than one way to make 5 and will be able to show the different ways.

Academic Vocabulary (What terms will students need to know?)

part, whole

Definition of Mastery

The students will be able to show different ways to make 5.

End of Unit Assessment

One on One Assessment

Observation

Learning Targets

I can show different ways to make 5.

Assessment: The students will use 5 counters in a cup and shake the cup and pour to see the different ways to make 5 per observation checklist.

I can say the number while counting objects to 5.

Assessment: The teacher will display objects/counters in a small group and the students will have to point and count to the objects.
Classroom Observation

I can understand that each number is one larger than the one before with numbers to 5.

Assessment: The students will use a number line to be able to understand that each number is one larger than the other. The teacher will have the students put a counter on a number and have the students put the counter on the number that is larger than the next.
Classroom Observation

I can put together numbers and objects to show different ways to make 5.

Assessment: The students will use counters in a cup. They will pour the counters out and add the two different parts to make 5 and repeat showing different parts to make 5.
Performance

Topic: 1-10 Count numbers to 5

Duration: 1 Day(s)

Description

The students will understand there is a specific order to the set of whole numbers and will be able to count objects to 5.

Academic Vocabulary (What terms will students need to know?)

order

Definition of Mastery

The students will be able to count up to the number 5.

End of Topic Assessment

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

One on One Assessment
Observation

Learning Targets

I can count numbers to 5 and show that number in a set.

Assessment: The students will use connecting cubes to make different cube trains and count them.
Classroom Observation

I can understand that each number is one larger than the one before using numbers 0-5.

Assessment: The students will use a number line, the teacher in a small group will give the students a number and the students will have to put a counter on the number that is larger than the previous one.
Classroom Observation

Topic: 1-11 Math Practices and Problem Solving: Construct Arguments

Duration: 1 Day(s)

Description

The students will use math to explain what they know about counting.

Academic Vocabulary (What terms will students need to know?)

explain

Definition of Mastery

The students will be able to use math to explain what they know about counting.

End of Unit Assessment
One on One Assessment
Observation

Learning Targets

I can explain what they know about counting numbers 0-5.

Assessment: The students will use objects and dry erase boards to count and write the objects and explain with a partner why/how they counted the set and wrote the number to represent it.
Class Discussion/Participation

I can use number names in the correct order by pointing and counting 0-5 objects.

Assessment: In small groups, the students will use counters to use number names in the correct order using one to one correspondence.
Classroom Observation

I can count how many are in a set and show that a number shows that set with numbers 0-5.

Assessment: Through observation, the students will use counters or other objects to count sets up to 5 and explain why/how they got that number.
Classroom Observation

I can count 0-5 objects by pointing and counting in any order and explain my answer.

Assessment: The students will work in small groups, where the teacher will use counters/objects and have the students count. The teacher will change the arrangements of the counters/objects and have them count and explain.
Performance

Topic: Review Unit

Duration: 1 Day(s)

Description

The students will review recognizing, counting, reading and writing numbers 0-5.

Academic Vocabulary (What terms will students need to know?)

Number, count, zero, one, two, three, four, five, part, whole, different ways, write

Definition of Mastery

The students will be able to recognize, count, read, and write numbers 0-5.

End of Unit Assessment
One on One Assessment
Observation

Topic: Assessment

Duration: 1 Day(s)

Description

The students will be given the Envision Assessment in whole group or small group environment.

Academic Vocabulary (What terms will students need to know?)

Number, count, zero, one, two, three, four, five, part, whole, different ways, write

Definition of Mastery

The students will be able to recognize, count, read and write numbers 0-5.

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

Unit: Number Sense: Compare Numbers 0-5

Duration: 9 Day(s)

Unit Description

The students will compare groups of objects as well as the corresponding numbers. This will allow for a deep understanding of the concepts greater than, less than, equal, and not equal.

Enduring Understandings/Essential Learner Outcomes

The students will be able to compare groups, compare number, and gain an understanding for greater than, less than, equal and not equal.

Academic Vocabulary

Compare
Equal
Group
Same number as
Greater than
Less than
Model

Assessment

End of Unit Assessment
One on One Assessment
Observation

Topic: 2-1 Equal Groups

Duration: 1 Day(s)

Description

The students will evaluate and compare groups of objects to 5.

Academic Vocabulary (What terms will students need to know?)

Compare, equal, group, same number as

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

The students will be able to evaluate and compare groups of objects to 5.

Learning Targets

I can compare groups up to 5 and tell if the groups are equal or not equal.

Assessment: The students will use objects to compare groups with partners to see if they are equal or not equal.

Topic: 2-2 Greater Than

Duration: 1 Day(s)

Description

The students will tell whether one group is greater in number than another group.

Academic Vocabulary (What terms will students need to know?)

Greater than

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

The students will be able to use two groups of objects and directly compare them using a matching process

Learning Targets

The students will be able to compare two groups up to 5 to identify which group is greater than the other group.

Assessment: The students will work in pairs where one partner makes a group up to 5 and the partner has to make a group that is greater than the partners.

Performance

Topic: 2-3 Less Than

Duration: 1 Day(s)

Description

The students will be able to tell whether one group is less in number than another group.

Academic Vocabulary (What terms will students need to know?)

Less than

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

The students will be able to look at two groups of objects and compare using a matching process.

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

Learning Targets

The students will compare two groups up to 5 to identify which groups is less than the other group.

Assessment: The students will take turns with a partner using objects making groups less than the other.

Topic: 2-4 Compare Groups to 5 By Counting

Duration: 1 Day(s)

Description

The students will be able to compare groups by counting.

Academic Vocabulary (What terms will students need to know?)

Compare

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

The students will look at two sets of objects an compare by using counting strategies.

Learning Targets

The students will be able to compare two sets of objects between 0-5 to identify which group is more than, less than or equal to the other.

Assessment: The students will compare their group of objects with other students in the class/table.

The students will be able to compare two numbers 0-5 and be able to say which on is more than or less than the other.

Assessment: The teacher will give the students two numbers between 0-5 and will have the students record which number is greater than or which one is less than the other.

Class Response System

Topic: 2-5 Compare Numbers to 5

Duration: 1 Day(s)

Description

The students will be able to compare numbers up to 5.

Academic Vocabulary (What terms will students need to know?)

compare

Definition of Mastery

End of Unit Instruction
One on One Assessment
Observation

The students will be able to look at two numbers and compare by using counting number sequence.

Learning Targets

The students will compare two groups up to 5 and identify which set is more than, less than or equal to the other group.

Assessment: The students will make a set using objects and compare their group with other students in class/tables
Performance

Topic: 2-6 Math Practices and Problem Solving:Model with Math

Duration: 1 Day(s)

Description

The students will use objects, drawings, and numbers to compare numbers.

Academic Vocabulary (What terms will students need to know?)

model

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

The students will be good math thinkers by using the math they know to show and solve problems.

Learning Targets

I can use objects to show and compare two groups between the numbers 0-5.

Assessment: The students will use connecting cubes to model a number and make another group based on teacher prompt that is greater than, less than or equal to their group.

I can compare two numbers between 0-5 and decide which one is more than or less than the other.

Assessment: The teacher will show two numbers between 0-5 and the students will record which number is greater than or less than the other.
Performance

Topic: Assessment

Duration: 1 Day(s)

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

Description

The students will be given the Envisions Assessment as whole group/small group setting.

Definition of Mastery

The students will be able to compare numbers 0-5.
End of Unit Assessment

Topic: Review Unit

Duration: 1 Day(s)

Description

The students will review comparing numbers 0-5 to prepare for the end of unit assessment.

Definition of Mastery

The students will be able to compare numbers 0-5 using greater than, less than, or equal to .
End of Unit Assessment

Unit: Number Sense: Numbers 6-10

Duration: 11 Day(s)

Unit Description

The students will continue the counting sequence with a focus on numbers 6-10. The unit will highlight the principles necessary for accurate counting, as well as featuring a variety of representations including numeral writing.

Enduring Understandings/Essential Learner Outcomes

The students will be able to count, read, write numbers 6-10. The students will be able to show how to make a group of ten.

Academic Vocabulary

Six
Seven
Eight
Nine
Ten

Assessment

The students will be able to read, write, and count numbers 6-10 and show how to make groups of 10.
End of Unit Assessment
One On One Assessment
Observation

Topic: 3-1: Count 6 and 7

Duration: 1 Day(s)

Description

The students will be able to count to the numbers 6 and 7.

Academic Vocabulary (What terms will students need to know?)

Six
Seven

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation
The students will be able to count to the number 6 and 7.

Learning Targets

The students will be able to count groups of 6 and 7.

Assessment: The students will use objects such as counters/cubes to count out 6 or 7 using teacher prompts in small group setting.

The students will be able to count how many are in a set and show that a number represents that set with numbers 6 and 7.

Assessment: The students will use counters or other objects to count sets of 6 and 7.
Classroom Observation

The students will be able to understand that each number is one larger than the one before with numbers 6 and 7.

Assessment: The students will use a number line and the teacher will have the students put the counter on a number and have them put the counter on a the number that is next on the number line.
Classroom Observation

The students will be able to count 6-7 objects using one to one correspondence in any order.

Assessment: In a small group setting, the teacher will use counters/objects and have students count. The teacher will change the arrangements of the counters/objects and have them count.
Classroom Observation

Topic: 3-2: Read and Write the numbers 6 and 7

Duration: 1 Day(s)

Description

The students will be able to read and write the numbers 6 and 7.

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation
The students will be able to read and write numbers 6 and 7.

Learning Targets

I can read and write the numbers 6 and 7 using objects.
Assessment: The students will use objects and dry erase boards to count the groups and write the number in the set in small group setting.
Classroom Observation

Topic: 3-3: Count 8 and 9

Duration: 1 Day(s)

Description

The students will be able to count numbers 8 and 9.

Academic Vocabulary (What terms will students need to know?)

Eight
Nine

Definition of Mastery

End of Unit Assessment
One on one Assessment
Observation
The students will be able to count objects up to 9.

Learning Targets

I can count a objects in a group of 8 and 9.
Assessment: The students will use objects/counters to make a group of 8 or 9 with teacher prompts in a small group setting.

I can count how many are in a set and show that a number represents the set with numbers 8 and 9.
Assessment: The students will use counters or other objects to count sets up to 9.
Performance

I can understand that each number is one larger than the one before with numbers 8 and 9.
Assessment: The students will use a number line to be able to show understanding that each number is one larger than the other with the teacher giving them a counter and telling them a number. The teacher will have the students put the counter on the number that is one larger.
Classroom Observation

I can count 8 and 9 objects by pointing and counting in any order.
Assessment: The students will work in small groups, where the teacher will use counters/objects and have the students count. The teacher will change the arrangements of the counters/objects and have them count.
Performance

Topic: 3-4: Read and Write 8 and 9

Duration: 1 Day(s)

Description

The students will be able to read and write the numbers 8 and 9.

Definition of Mastery

One on One Assessment
End of Unit Assessment
Observation
The students will be able to read and write numbers 8 and 9

Learning Targets

The students will be able to read and write the numbers 8 and 9.
Assessment: The students will be given a group of 8 or 9 objects and they are to count and write the number of the given set per observation checklist.

Topic: 3-5: Count 10

Duration: 1 Day(s)

Description

The students will be able to count to the number 10.

Academic Vocabulary (What terms will students need to know?)

Ten

Definition of Mastery

End of Unit Instruction
One on one assessment

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

Observation

The students will be able to count up to ten objects.

Learning Targets

The students will be able to count objects in a set of 10.

Assessment: The students will be given a set of objects up to ten and they will count the objects in the set through observation.
Classroom Observation

The students will be able to count how many objects are in a set and show that a number represents that set with numbers up to 10.

Assessment: The students will use counters/objects in a ten frame to count sets up to 10.
Classroom Observation

The students will be able to understand that each number is one larger than the one before with numbers up to 10.

Assessment: The students will use a number line and counters to show one number larger than the one before.
Performance

The students will be able to count objects up to 10 using one to one correspondence in any order.

Assessment: In small group setting, the teacher will use counters/objects and have the students count. The teacher will change the arrangements of the counters/objects and have them count.
Classroom Observation

Topic: 3-6: Read and Write 10

Duration: 1 Day(s)

Description

The students will be able to read and write the number 10.

Academic Vocabulary (What terms will students need to know?)

Ten

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

The students will be able to read and write the number 10.

Learning Targets

The students will be able to read and write the number 10 by using objects.

Assessment: The students will be given objects up to ten. The students will make a group and then read and write the number for the set.
Classroom Observation

Topic: 3-7: Ways to Make 10

Duration: 1 Day(s)

Description

The students will show how to make a group of ten.

Academic Vocabulary (What terms will students need to know?)

group

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

The students will be able to understand that there is more than one way to show a number.

Learning Targets

The students will be able to show different ways to make ten by understanding the relationship between numbers and quantities.

Assessment: The students will use 10 counters and cups and shake them and pour them out to see the different ways to make 10 and write the parts.
Classroom Observation

The students will make 10 in different ways.

Assessment: The students will use counters to show different ways to make 10 and write the parts on dry erase boards.

The students will be able to put together different parts to make 10.

Assessment: The students will use ten counters in a small cup and pour the counters out. The students will create different ways to make ten using the counters.
Performance

The students will be able to count how many are in a set and show that a number represents different sets of ten.

Assessment: The students will use a variety of objects to count and show different ways to make ten.
Classroom Observation

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit

Required Course

Topic: 3-8: Math Practices and Problem Solving: Look For and Use Structure

Duration: 1 Day(s)

Description

The students will use counting patterns to solve a pattern.

Academic Vocabulary (What terms will students need to know?)

patterns

Definition of Mastery

End of Unit Assessment

One on One Assessment

Observation

The students will become good math thinkers and will be able to look for patterns in math to help solve problems.

Learning Targets

The students will be able to use their understanding between the relationships between numbers to count how many are in a set with numbers 6-10.

Assessment: The students will use objects to count how many are in a set using structures and patterns.
Performance

The students will use counting patterns to put together different ways to make 10.

Assessment: The students will use pictures/patterns to show different ways to make 10.
Performance

Topic: Review Unit

Duration: 1 Day(s)

Description

The students will review numbers 6-10 by using hands-on manipulatives

Academic Vocabulary (What terms will students need to know?)

Six

Seven

Eight

Nine

Ten

Definition of Mastery

The students will be able to read, write, and count numbers 6-10 and show how to make groups of 10.

End of Unit Assessment

Observation

Topic: Assessment

Duration: 1 Day(s)

Description

The students will be given the end of unit assessment from the Envisions program

Academic Vocabulary (What terms will students need to know?)

Six

Seven

Eight

Nine

Ten

Definition of Mastery

The students will be able to count, read, write numbers 6-10. The students will be able to show how to make a group of ten.

End of Unit Assessment

Unit: Number Sense: Compare Numbers 0 to 10

Duration: 9 Day(s)

Unit Description

The students will be able to compare groups and numbers. The students will use ten-frames and relate comparison to counting.

Enduring Understandings/Essential Learner Outcomes

The students will be able to count and compare numbers up to 10.

Academic Vocabulary

Compare

numerals

Order

Assessment

End of Unit Assessment

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

One on One Assessment
Observation
The students will be able to compare numbers to 10 by counting.

Topic: 4-1: Compare Groups to 10

Duration: 1 Day(s)

Description

The students will compare groups of up to 10 numbers.

Academic Vocabulary (What terms will students need to know?)

compare

Definition of Mastery

End of Unit Assessment
One on One assessment
Observation

The students will be able to compare two groups with the understanding that the group with more objects is greater in number than the other.
The group with fewer objects is less in number than the other.

Learning Targets

The students will compare two groups of objects up to 10 using greater than, less than or equal to.
Assessment: The students will use objects to make a group and compare them with a partner up to 10 objects.
Performance

Topic: 4-2: Compare Numbers Using Numerals

Duration: 1 Day(s)

Description

The students will compare groups of numbers using numerals to 10.

Academic Vocabulary (What terms will students need to know?)

Numerals

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

The students will have an understanding that in a pair of numbers, the number that tells more is greater. The number that tells fewer is less.

Learning Targets

The students will compare numbers using numerals and objects to 10.
Assessment: The teacher will make a group to 10 and the students will make a group that is greater than, less than, or equal to that is teacher directed.
Class Response System

The students will be able to compare numbers 0-10 using numerals.

Assessment: The teacher will give the students two numbers and the students will use a dry erase boards to record which number is more than or less than the other.
Class Response System

Topic: 4-3: Compare Groups to 10 By Counting

Duration: 1 Day(s)

Description

The students will compare groups of numbers by counting. The students are presented with items where they must count the objects in scattered configuration. The students will use what they already know from the previous lessons to compare groups.

Academic Vocabulary (What terms will students need to know?)

Groups

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

The students will be able to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by using matching and counting strategies.

Learning Targets

The students will compare groups to 10 by counting objects using greater than, less than, or equal to.
Assessment: The teacher will make a group to 10 and the students will make a group that is greater than, less than, or equal to that is teacher directed.
Performance

The students will compare two numbers by counting objects to determine which is more than or less than the other.

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit

Required Course

Assessment: The teacher will give two numbers and pictures to represent the numbers. The students will determine which group/number is greater than or less than the other.
Performance

Topic: 4-4: Compare Numbers to 10

Duration: 1 Day(s)

Description

The students will compare numbers directly. They will draw pictures, use tools, or use a number sequence for support and to prove their answer is accurate.

Academic Vocabulary (What terms will students need to know?)

Tools
Compare

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

The students will be able to compare two numbers between 1-10 that are presented as written numerals

Learning Targets

The students will compare two written numbers to 10.

Assessment: The teacher will write two numbers to 10 and the students use a partner to discuss which one is greater than and which one is less than.
Class Response System

Topic: 4-5: Count Numbers to 10

Duration: 1 Day(s)

Description

The students will count and order numbers 6-10.

Academic Vocabulary (What terms will students need to know?)

Order

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

The students will know number name and the count sequence. They will be able to count forward beginning from a given number within the known sequence.

Learning Targets

The students will be able to understand that there is an order to the set of whole numbers.

Assessment: The teacher will write a number and the students will write the number that comes before and after that number.
Class Response System

The students will count forward beginning with a given number to 10.

Assessment: The teacher will give students a number and with a partner they count forward from that number.

Topic: 4-6: Repeated Reasoning

Duration: 1 Day(s)

Description

The students will look for things that repeat in a given problem. The students will focus on the thinking habits good problem solvers use when they use repeated reasoning. The students will use repeated reasoning as they use what they know about counting to find shortcuts for finding 1 more than a given number of objects.

Academic Vocabulary (What terms will students need to know?)

Repeat

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

The students will repeat something from one problem to help solve another problem.

Learning Targets

The students will look for and explain different ways to make a group more than the other.

Assessment: The teacher will show so many objects and the students will make a group with one more.
Class Response System

Topic: Review Unit

Duration: 1 Day(s)

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

Description

The students will review comparing numbers 0 to 10 using greater than, less than, or equal to.

Academic Vocabulary (What terms will students need to know?)

Compare
numerals
Order

Definition of Mastery

The students will be able to count and compare numbers 0 to 10.
End of Unit Assessment

Topic: Assessment

Duration: 1 Day(s)

Description

The students will be given the end of unit assessment with comparing numbers 0 to 10.

Academic Vocabulary (What terms will students need to know?)

Compare
numerals
Order

Definition of Mastery

The students will be able to count and compare numbers 0-10.
End of Unit Assessment

Unit: Data and Statistics:Classify and Count Data

Duration: 7 Day(s)

Unit Description

In this unit, the students will classify and make two-dimensional shapes that do or do not have a specific attribute. The students will classify objects in two categories, count objects in each category and utilize tally marks and numbers as a representation, sort categories by comparing or ordering the number of objects, and they will reason about the compared categories.

Enduring Understandings/Essential Learner Outcomes

The students will be able to classify objects and count the number of objects in each category.

Academic Vocabulary

Category
Classify
Chart
Tally Mark

Assessment

End of Unit Assessment
One on One Assessment
Observation

The students will be able to classify and compare objects in given categories.

Topic: 5-1 Classify Objects into Categories

Duration: 1 Day(s)

Description

This lesson prepares students for coming lessons where students count and compare objects in the two categories. The students will sort and classify objects in dichotomous groups.

Academic Vocabulary (What terms will students need to know?)

Category
Classify

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation
The students will be able to count, classify and sort objects into categories.

Learning Targets

The students will classify objects into categories and tell why they are in each category.

Assessment: The teacher will give students objects and have them classify them into categories and have the students discuss why they are in the categories.

Topic: 5-2 Count the Number of Objects in Each Category

Duration: 1 Day(s)

Description

The students will write numbers to tell how many objects are in each group. Students will deepen their understanding of classifying and sorting by connecting numbers to the sorted groups.

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

Academic Vocabulary (What terms will students need to know?)

Chart
Tally Mark

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation
The students will be able to count how many objects are in different categories.

Learning Targets

The students will be able to count how many objects are in different categories using a chart and tally marks.
Assessment: The students can use a dry erase board and the teacher can show the students categories where they have to tally mark how many are in each category.

Topic: 5-3 Sort the Categories by Counting

Duration: 1 Day(s)

Description

The students classify, count, sort, and compare the number of objects in each category. They work on counting and comparing objects and numbers.

Academic Vocabulary (What terms will students need to know?)

Compare

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation
The students will be able to use counting to compare how many objects are in categories.

Learning Targets

The students will count objects and sort and compare them in each category.
Assessment: The teacher will give different objects and students will sort them into categories and compare how many objects are in each category.

The students will be able to sort objects into categories and will be able to tell which group is more than, less than or equal to the other set.

Assessment: The students will use different objects to sort into categories and compare the categories to tell which one is greater than, less than, or equal to the other group.
Performance

Topic: 5-4 Critique Reasoning

Duration: 1 Day(s)

Description

The students will continue counting and comparing and will explain different ways objects can be sorted, counted, and compared.

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation
The students will be able to tell whether the way objects have been sorted, counted, and compared makes sense.

Learning Targets

The students will be able to tell whether the way objects have been sorted, counted and compared make sense.
Assessment: The students will be shown objects sorted and with a partner will explain why the objects were sorted that way and how else they could have been sorted.

The students will tell whether the the way the objects have been sorted, counted, and compared makes sense.

Assessment: The teacher will sort, count, and compare groups of objects. The students will decide if the strategy the teacher used was correct and explain. The students will then do it with partners.
Classroom Observation

Unit: Relationships and Algebraic Thinking: Understand Addition

Duration: 12 Day(s)

Unit Description

The students will explore various ways to represent addition. The students will use numbers, objects, drawings, mental images, and sounds to solve addition problems. The students will learn to solve addition problems using an equation.

Enduring Understandings/Essential Learner Outcomes

The students will explore various ways to represent addition. The students will use numbers, objects, drawings, mental images, and sounds to solve addition problems. The students will learn to solve addition problems using an equation.

Academic Vocabulary

join

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

in
all
addition sentence
add
plus sign
equal sign
equation
sum

Assessment

End of the Unit Assessment
One on One Assessment
Observation

Topic: 6-1 Explore Addition

Duration: 1 Day(s)

Description

The students will explore various ways to represent addition. They will use numbers, objects, drawings, mental images, and sounds to solve addition problems.

Academic Vocabulary (What terms will students need to know?)

join
in
all

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

Learning Targets

The students will be able to show numbers in many ways and will use objects, fingers, drawings to put together groups.

Assessment: The teacher will have the students get out two different color crayons and make/draw using two different colors and finding the parts and whole.

I can recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns.

Topic: 6-2 Represent Addition as Adding To

Duration: 1 Day(s)

Description

The students will represent addition as adding to a number. The students will understand that adding one or more objects to an existing group is one interpretation of addition.

Academic Vocabulary (What terms will students need to know?)

addition sentence

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

Learning Targets

The students will be able to represent addition as adding to a number.

Assessment: The students will use objects to add to their set.

Topic: 6-3 Represent Addition as Putting Together

Duration: 1 Day(s)

Description

The students will represent addition as putting two or more numbers together. The students will have the understanding that putting together parts to make a whole is one interpretation of addition.

Academic Vocabulary (What terms will students need to know?)

addition

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

Learning Targets

The students will represent addition as putting two or more numbers together.

Assessment: The students will put together parts to make a whole using objects.

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit

Required Course

Topic: 6-4 Using the Plus Sign

Duration: 1 Day(s)

Description

The students add numbers together. The students will have an understanding that adding groups can be shown in an addition expression that uses the plus sign.

Academic Vocabulary (What terms will students need to know?)

add
plus sign

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

Learning Targets

The

Topic: 6-5 Represent and Explain Addition with Equations

Duration: 1 Day(s)

Description

The students will write an equation to show addition. The students will have the understanding that adding parts together to make a whole is one interpretation of addition.

Academic Vocabulary (What terms will students need to know?)

Equal Sign
Equation
Sum

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

Learning Targets

The students will be able to write an equation to show addition.

Assessment: The students will use a dry erase board to write an equation that the teacher shows the class.

Topic: 6-6 Continue to Represent and Explain Addition with Equations

Duration: 1 Day(s)

Description

The students will use the plus sign and equal sign in an equation. The students will have an understanding of adding parts together to make a whole is one interpretation of addition.

Academic Vocabulary (What terms will students need to know?)

addition sentence
equation
plus sign
equal sign

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

Learning Targets

The students will be able to use the plus sign and equal sign in an equation.

Assessment: The students will use dry erase boards to write an equation using the plus and equals sign with the group of objects given by the teacher.

Topic: 6-7 Solve Addition Word Problems: Add To

Duration: 1 Day(s)

Description

The students will solve addition problems.

Academic Vocabulary (What terms will students need to know?)

Addition sentence
Equation
Plus Sign
Equal sign

Definition of Mastery

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

End of Unit Assessment
Observation
One on One Assessment

Learning Targets

The students will be able to solve addition problems.

Assessment: The teacher will say an addition problem and the students will use dry erase boards to solve the problem using an equation.

The students will solve addition word problems within 5.

Assessment: The students will use the independant skills sheet as an informal assessment.
Written Document/Paper

Topic: 6-8 Solve Addition Word Problems: Put Together

Duration: 1 Day(s)

Description

The students will use equations to represent and explain addition. The students will have an understanding how objects, drawings, counting, and equations can be used to help solve addition problems involving putting together.

Academic Vocabulary (What terms will students need to know?)

Equation
Sum

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

Learning Targets

The students will be able to use equations to represent and explain addition.

Assessment: The students will be given objects, come up with an addition problem and then write the equation on dry erase board.

The students will solve addition problems by putting together two groups.

Assessment: The teacher will verbally give addition word problems and the students will draw pictures or use objects to put the to groups together.
Class Response System

Topic: 6-9 Use Patterns to Develop Fluency in Addition

Duration: 1 Day(s)

Description

The students will use patterns to add numbers together. The students will gain an understanding that patterns can be used to help solve addition problems.

Academic Vocabulary (What terms will students need to know?)

patterns

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

Learning Targets

The students will be able to use patterns to add numbers together and develop fluency.

Assessment: The students will use connecting cubes to come up with an addition story and have partner solve the addition problem.

Topic: 6-10 Math Practices and Problem Solving: Model with Math

Duration: 1 Day(s)

Description

The students will model adding different numbers together by drawing, counting, or writing equations. The students will have the understanding that good math thinkers use math they know to show and solve problems.

Academic Vocabulary (What terms will students need to know?)

Model
Equations

Definition of Mastery

End Of Unit Assessment
Observation
One on One Assessment

Learning Targets

The students will model addition by drawing, counting, and writing equations.

Assessment: The students will work with a partner to model in different ways addition problems using objects.

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

The students will be able to show how to put together groups by using drawings, counting, and writing equations.

Assessment: The students will use objects and drawings to put together groups to show addition.
Classroom Observation

Unit: Relationships & Algebraic Thinking: Understand Subtraction

Duration: 2 Week(s)

Unit Description

The students will begin to explore subtraction, work to solve subtraction problems, and solve subtraction sentences.

Enduring Understandings/Essential Learner Outcomes

By utilizing multiple representations such as numbers, objects, drawings, mental images, and sounds, students begin to explore the idea of taking a number of objects from a larger group to find how many are left.

Academic Vocabulary

Left
Separate
Subtraction Sentence
Take Away
Minus Sign
Subtract
Difference

Assessment

End Of Unit Assessment
One On One Assessment
Observation

Topic: 7-1 Explore Subtraction

Duration: 1 Day(s)

Description

The students will be able to show numbers in many ways.

Academic Vocabulary (What terms will students need to know?)

left

Definition of Mastery

One on One Assessment
End of Unit assessment
Observation

Learning Targets

The students will be able to show numbers in many ways.

Assessment: The students will be given connecting cubes, dry erase to show numbers in different ways.
Performance

Topic: 7-2: Represent As Taking Apart

Duration: 1 Day(s)

Description

The students will be able to take apart a number and tell the parts. The students will have an understanding that separate parts from a whole is one interpretation of subtraction.

Academic Vocabulary (What terms will students need to know?)

Separate

Definition of Mastery

One on One Assessment
End of Unit Assessment
Observation using objects and ten frames

Learning Targets

The students will be able to take apart a number and tell the parts.

Assessment: The students will use objects to show taking away from a group and tell partner their parts.
Performance

Topic: 7-3: Represent as Taking From

Duration: 1 Day(s)

Description

The students will represent subtraction as taking away from a whole. The students will have an understanding that taking parts from a whole is one interpretation of subtraction.

Academic Vocabulary (What terms will students need to know?)

Subtraction Sentence
Take away

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation using ten frame and objects

Learning Targets

The students will be able to represent subtraction as taking away from a whole.
Assessment: The students will use counters to take away from a whole with teacher direction.

The students will understand taking from a set is subtraction.
Assessment: The students will use objects/counters to show taking away from a set.
Performance

I can count backwards from a given number between 10 and 1.

Topic: 7-4: Use the Minus Sign

Duration: 1 Day(s)

Description

The students will be able to separate numbers. The students will have an understanding that take apart and take from subtraction situations can be shown in a subtraction expression that uses the minus sign.

Academic Vocabulary (What terms will students need to know?)

Minus Sign
Subtract

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation using dry erase boards

Learning Targets

The students will separate numbers and use the minus sign in an equation.
Assessment: The students will be shown an expression and the students will use objects to show the parts.

Topic: 7-5: Represent and Explain Subtraction with Equations

Duration: 1 Day(s)

Description

The students will be able to separate more numbers. The students will have an understanding that subtraction equations using - and = can be used to show subtraction situations

Academic Vocabulary (What terms will students need to know?)

Difference

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation using - and =sign with dry erase boards

Learning Targets

The students will be able to separate numbers using an equation.
Assessment: The students will be given dry erase boards and toys to write a subtraction sentence using the toys.

Topic: 7-6: Continue to Represent and Explain Subtraction with Equations

Duration: 1 Day(s)

Description

The students will use the minus sign in an equation.

Academic Vocabulary (What terms will students need to know?)

Equation
minus sign

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation using ladybug and having students dry erase boards and having students build equations with teacher prompts

Learning Targets

The students will be able to use the minus sign in an equation and understand subtraction is taking from a group.
Assessment: The students will do a KAGAN strategy using subtraction equations.

Topic: 7-7: Solve Subtraction Word Problems: Take From

Duration: 1 Day(s)

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

Description

The students will find the difference of two numbers. The students will have an understanding that objects, words, drawings, counting, and equations can be used to help solve subtraction problems involving taking from.

Academic Vocabulary (What terms will students need to know?)

Difference

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation by using objects to solve subtraction problems

Learning Targets

The students will solve subtraction word problems.
Assessment: The teacher will say a word problem and the students will use objects to solve the subtraction problem.

Topic: 7-8: Use Patterns to Develop Fluency in Subtraction

Duration: 1 Day(s)

Description

The students will find patterns in subtraction equations. The students will have an understanding of patterns can be used to help solve subtraction problems.

Academic Vocabulary (What terms will students need to know?)

Patterns
Subtraction
Equation

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation by using connecting cubes and number cards

Learning Targets

The students will be able to find and use patterns in developing fluency in subtraction equations.
Assessment: The students will use objects to create different subtraction word problems with a partner.

The students will use patterns to develop fluency in subtraction equations.

Topic: 7-9: Math Practices and Problem Solving: Use Appropriate

Tools

Duration: 1 Day(s)

Description

The students will use tools to subtract numbers. The students will have an understanding that good math thinkers know how to pick the right tools to solve math problems.

Learning Targets

The students will use tools to subtract numbers.
Assessment: The students will listen to the teacher tell different subtraction word problems and the students will use a variety of different strategies to solve the problem.

Unit: Relationships & Algebraic Thinking: More Addition and
Subtraction

Duration: 12 Day(s)

Unit Description

This unit provides the development with understanding that students need to fluently add and subtract within 5.

Enduring Understandings/Essential Learner Outcomes

Students will fluently add and subtract within 5.

Academic Vocabulary

break apart, operation, add, subtract, parts, whole, plus, minus, equals, equation, number, additions, subtraction

Assessment

end of unit assessment
one on one assessment
observation

Topic: 8-1: Decompose and Represent Numbers to 5

Duration: 1 Day(s)

Description

Students will be able to write equations to show the parts of numbers up to 5. Numbers can be broken apart in many ways. An addition equation can show how a number is broken into two parts.

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

Academic Vocabulary (What terms will students need to know?)

equations, numbers, addition, break apart, parts

Definition of Mastery

unit assessment
one on one assessment
observation

Learning Targets

The students will write equations to show the parts of numbers up to 5.

Assessment: The students will use a ten frame, 5 counters, and dry erase boards to show and write equations.
Classroom Observation

Topic: 8-2: Related Facts

Duration: 1 Day(s)

Description

Students will be able to solve related addition and subtraction equations. Addition and subtraction facts have an inverse relationship. Equations using +, -, and = can be used to show parts of a whole.

Academic Vocabulary (What terms will students need to know?)

operation, equation, addition, subtraction, plus, minus, equals, parts, whole

Definition of Mastery

end of unit assessment
one on one assessment
observation

Learning Targets

The students will be able to solve addition and subtraction equations.

Assessment: The teacher will give the students equations on the lady bug
Performance

Topic: 8-4: Math Practices and Problem Solving

Duration: 1 Day(s)

Description

The students will be able to reason about numbers and operations. Good math thinkers know how to think about words and numbers to solve problems.

Academic Vocabulary (What terms will students need to know?)

equation

Definition of Mastery

end of unit assessment
one on one assessment
observation

Topic: 8-5: Fluently Add and Subtract to 5

Duration: 1 Day(s)

Description

Students will be able to write addition and subtraction equations within 5 and remember them. Addition and subtraction facts can be solved using different strategies.

Academic Vocabulary (What terms will students need to know?)

equation, addition, subtraction, plus, minus, equals, parts, whole

Definition of Mastery

end of unit assessment
one on one assessment
observation

Topic: 8-6: Decompose and Represent Numbers 6 and 7

Duration: 1 Day(s)

Description

Students will be able to write equations to show the parts of 6 and 7. Numbers can be broken apart in many ways. An addition equation can show how a number is broken into two parts.

Academic Vocabulary (What terms will students need to know?)

break apart, equation, numbers, addition, plus, equals, parts, whole

Definition of Mastery

end of unit assessment
one on one assessment

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

observation

Topic: 8-7: Decompose and Represent Numbers 8 and 9 **Duration:** 1 Day(s)

Description

The students will be able to write equations to show the parts of 8 and 9. Numbers can be broken apart in many ways. An addition equation can show how a number is broken into two parts.

Topic: 8-8: Decompose and Represent 10 **Duration:** 1 Day(s)

Description

Students will be able to write equations to show the parts of 10. Numbers can be broken apart in many ways. An addition equation can show how a number is broken into two parts.

Academic Vocabulary (What terms will students need to know?)

equation, numbers, addition, plus, equal, part, whole

Definition of Mastery

end of unit assessment
one-on-one assessment
observation

Topic: 8-9 Find the Missing Part of 10 **Duration:** 1 Day(s)

Description

Students will be able to find number partners for 10. For any number from 1-9, there is another number to make 10.

Academic Vocabulary (What terms will students need to know?)

part, whole, number, same as, make, equals

Definition of Mastery

end of unit assessment
one-on-one assessment
observation

Unit: Number Sense: Count Numbers to 20 **Duration:** 9 Day(s)

Unit Description

The students will be able to count and write numbers 11-20. The students will count forward from any number and count to find how many are in a set.

Enduring Understandings/Essential Learner Outcomes

The students will be able to count with a focus on the numbers 11-20. The students will be given a variety of representations and the principles needed for accurate counting and numeral writing.

Academic Vocabulary

Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, row

Assessment

End of Unit Assessment
One on One Assessment
Observation

Topic: 9-1: Count and Write 11 and 12 **Duration:** 1 Day(s)

Description

The students will count and write the numbers 11 and 12.

Academic Vocabulary (What terms will students need to know?)

Eleven, twelve

Definition of Mastery

End of Unit Assessment
One On One Assessment
Observation

Topic: 9-2: Count and Write 13, 14, and 15 **Duration:** 1 Day(s)

Description

The students will count and write the numbers 13, 14, and 15.

Academic Vocabulary (What terms will students need to know?)

thirteen, fourteen, fifteen

Definition of Mastery

End of Unit Assessment
One on One Assessment

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

Observation

Topic: 9-3: Count and Write 16 and 17

Duration: 1 Day(s)

Description

The students will understand that there is a unique symbol with each number word by counting and writing numbers 16 and 17.

Academic Vocabulary (What terms will students need to know?)

Sixteen, Seventeen

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

Topic: 9-4: Count and Write 18, 19, 20

Duration: 1 Day(s)

Description

The students will understand that there is a unique symbol that goes with each number word by counting and writing numbers 18-20.

Academic Vocabulary (What terms will students need to know?)

Eighteen, Nineteen, Twenty

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

Topic: 9-5: Count Forward from any Number

Duration: 1 Day(s)

Description

The students will use the count sequence to count from any number within 20 and that numbers become greater when you count.

Academic Vocabulary (What terms will students need to know?)

Row

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

Topic: 9-6: Count to Find How Many

Duration: 1 Day(s)

Description

The students will understand counting tells how many are in a set, regardless of their arrangement in which they were counted and that the last number said is the total.

Academic Vocabulary (What terms will students need to know?)

Arrangement, order, total, set

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

Topic: 9-7: Math Practices and Problem Solving: Reasoning

Duration: 1 Day(s)

Description

The students will use reasoning to count and write numbers to 20. The students will know how to think about words and numbers to solve problems.

Academic Vocabulary (What terms will students need to know?)

Eleven, Twelve, Thirteen, Fourteen, Fifteen, Sixteen, Seventeen, Eighteen, Nineteen, Twenty

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation

Unit: Compose and Decompose Numbers 11 to 19

Duration: 9 Day(s)

Unit Description

This unit builds a foundation for the students understanding on place value by focusing on the composition and decomposition of numbers 11 to 19 into one group of 10 ones and some further ones. The operations of composition and decomposition are visualized with objects, drawings, and equations.

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

Enduring Understandings/Essential Learner Outcomes

The students will be able to understand place value and will be able to decompose numbers 11-19.

Academic Vocabulary

How many more?
parts
whole

Assessment

End of the Unit Instruction
One on One Observation

Topic: 10-1: Make 11, 12, and 13

Duration: 1 Day(s)

Description

The students will use drawings and equations to make numbers 11, 12, and 13. The students will understand that numbers 11-19 can be represented as the sum of 10 and some more.

Academic Vocabulary (What terms will students need to know?)

How many more?

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation
The will will be able to make groups of 11, 12, and 13 using pictures and equations

Learning Targets

I can compose and decompose numbers from 11 to 19 into sets of tens with additional ones.

Topic: 10-2: make 14, 15, and 16

Duration: 1 Day(s)

Description

The will students will be to make the numbers 14, 15, and 16 using counters.

Academic Vocabulary (What terms will students need to know?)

How many more?

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation
The students will be able to use counters to make groups of 14, 15, and 16.

Learning Targets

I can compose and decompose numbers from 11 to 19 into sets of tens with additional ones.

Topic: 10-3: Make 17, 18, and 19

Duration: 1 Day(s)

Description

The students will use counters to make numbers 17, 18, 19 by using counters.

Academic Vocabulary (What terms will students need to know?)

How many more?
Compose

Definition of Mastery

End of Unit Assessment
One on One Assessment
Observation
The students will use counters to make numbers 17, 18, and 19.

Learning Targets

I can compose and decompose numbers from 11 to 19 into sets of tens with additional ones.

Topic: 10-4: Find Parts of 11, 12, and 13

Duration: 1 Day(s)

Description

The students will find parts of the numbers 11, 12, and 13. Students will have experience composing numbers to 10. They will build on the concept that a number can break apart into two parts.

Academic Vocabulary (What terms will students need to know?)

Decompose
greater than

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

equation

Definition of Mastery

End of Unit Assessment

One on One Assessment

Observation

The students will be able to work with numbers 11-19 to gain foundations for place value

Learning Targets

I can compose and decompose numbers from 11 to 19 into sets of tens with additional ones.

Topic: 10-5: Find Parts of 14, 15, and 16

Duration: 1 Day(s)

Description

Students will build on the concept that a number can break apart into two parts. The students will decompose numbers 14, 15, and 16 as the sum of ten and ones.

Academic Vocabulary (What terms will students need to know?)

Decompose

Definition of Mastery

One on One Assessment

End of Unit Assessment

Observation

The students will be able to decompose numbers 14,15, and 16

Learning Targets

I can compose and decompose numbers from 11 to 19 into sets of tens with additional ones.

Topic: 10-6: Find Parts of 17, 18, and 19

Duration: 1 Day(s)

Description

The students will build on the concept that a number can break apart into two parts. The students will decompose numbers 17, 18, and 19 as the sum of ten and ones.

Academic Vocabulary (What terms will students need to know?)

Sum

Decompose

Definition of Mastery

One on One Assessment

End of Unit Assessment

Observation

The students will be able to decompose numbers 17, 18, and 19

Learning Targets

I can compose and decompose numbers from 11 to 19 into sets of tens with additional ones.

Topic: 10-7: Math Practices and Problem Solving-Applying and using thinking habits

Duration: 1 Day(s)

Description

The students will focus on the thinking habits good problem solvers use when they look for patterns in math. Students will look at number pattern based on place value. They will compare a single-digit number with a number made with 10 and that same number.

Academic Vocabulary (What terms will students need to know?)

habits

patterns

Definition of Mastery

One on One Assessment

End of Unit Assessment

Observation

The students use their thinking habits to find patterns in math to help solve the problems.

Learning Targets

I can compose and decompose numbers from 11 to 19 into sets of tens with additional ones.

Unit: Count Numbers to 100

Duration: 8 Day(s)

Unit Description

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit

Required Course

The students will focus on extending the number names and counting to 100. Students will learn about verbal and written patterns in the counting sequence, and they count by ones, by tens, and by both tens and ones beginning from any number.

Enduring Understandings/Essential Learner Outcomes

The students will be able to count to 100 and know the patterns in the counting sequence.

Academic Vocabulary

Column
ones
patterns
tens
decade
hundred chart

Assessment

End of Unit Assessment
One on One Observation

Topic: 11-1: Count Using Patterns to 30

Duration: 1 Day(s)

Description

The students will use patterns to count to 30.

Academic Vocabulary (What terms will students need to know?)

Column
ones
pattern
tens

Definition of Mastery

The students will be able to use patterns to count to 30
End of Unit Assessment
One on One Assessment
Observation

Learning Targets

I can count to 30 by ones

The students will be able to count to 30 by one's using a pattern.

Assessment: The students will complete missing numbers in a number chart to 30 by using a pattern.

Classroom Observation

Topic: 11-2: Count Using Patterns to 50

Duration: 1 Day(s)

Description

The students will use patterns to count to 50.

Academic Vocabulary (What terms will students need to know?)

column
ones
pattern
tens

Definition of Mastery

The students will be able to use patterns to count to 50.
End of the Unit Assessment
One on One Assessment
Observation through activity

Learning Targets

I can count to 50 using a pattern.

The students will be able to count to 50 by ones using the pattern.

Assessment: The students will fill in the missing numbers in a number chart using a pattern to 50.

Classroom Observation

Topic: 11-3: Count by Tens to 100

Duration: 1 Day(s)

Description

The students will be able to skip count by tens to 100.

Academic Vocabulary (What terms will students need to know?)

Decade
Hundred Chart

Definition of Mastery

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

The students will skip count by tens to 100.
End of the Unit Assessment
One On One Assessment
Observation through activity

Learning Targets

I can count by tens to 100.

The students will count by tens to 100 knowing the counting sequence.

Assessment: The students will count out loud by tens and will write in the missing numbers on a hundreds chart.
Class Response System

Topic: 11-4: Count by Tens and Ones

Duration: 1 Day(s)

Description

The students will count to the number 100 by using tens and ones.

Academic Vocabulary (What terms will students need to know?)

tens
ones

Definition of Mastery

The students will be able to count to 100 by tens and ones
End of Unit Assessment
One on One Assessment
Observation

Topic: 11-5: Count Forward From Any Number

Duration: 1 Day(s)

Description

The students will count forward from any number to 100.

Academic Vocabulary (What terms will students need to know?)

Hundred Chart

Definition of Mastery

The students will be able to count forward by ones until they reach a given number.
End of Unit Assessment
One on One Assessment
Observation

Topic: 11-6: Count Using Patterns to 100

Duration: 1 Day(s)

Description

The students will find a series of missing numbers using the hundred chart for support by using patterns.

Academic Vocabulary (What terms will students need to know?)

Pattern

Definition of Mastery

The students will be able to use a pattern to find missing numbers.
End of Unit Assessment
One on One Assessment
Observation

Topic: 11-7: Look for and Use Structure

Duration: 1 Day(s)

Description

The students will focus on thinking habits good problem solvers use when they look for and make use of structure in math. Students will show how they can use a hundred chart and patterns of counting in ones and tens to solve problems.

Academic Vocabulary (What terms will students need to know?)

Hundred Chart
Pattern

Definition of Mastery

The students will be able to apply strategies taught prior to the lesson to solve problems.
End of Unit Assessment
One on One Assessment
Observation

Unit: Identify and Describe Shapes

Duration: 2 Week(s)

Unit Description

The unit will introduce many geometric ideas by asking students to: (1) identify shapes as two-dimensional or three-dimensional, (2) name

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit

Required Course

squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of orientation and size, and (3) use terms such as "above," "below," "beside," "next to," "in front of," "and "behind" to describe the relative position of shapes in their environment.

Enduring Understandings/Essential Learner Outcomes

The students will be able understand that two- and three-dimensional geometric objects with or without curved surfaces can be described, classified, and analyzed based on their attributes.

Academic Vocabulary

Sort
two-dimensional shape
three-dimensional shape
circle
side
triangle
vertex/vertices
rectangle
square
hexagon
cone
cube
cylinder
sphere
above
behind
below
beside
in front of
next to

Assessment

End of Unit Assessment
One on One Assessment
Observation

Topic: 12-1: Two-Dimensional and Three-Dimensional Shapes

Duration: 1 Day(s)

Description

This lesson focuses on identifying two categories of geometric figures: two-dimensional, or flat, shapes and three-dimensional, or solid, shapes.

Academic Vocabulary (What terms will students need to know?)

Sort
Two-Dimensional Shape
Three-Dimensional Shape

Definition of Mastery

The students will be able to identify a given shape as a flat or solid object.
End of Unit Assessment
One on One Assessment
Observation

Learning Targets

I can describe characteristics of shapes.

I can compare characteristics of two objects.

Topic: 12-2: Circles and Triangles

Duration: 1 Day(s)

Description

The lesson focuses on identifying and describing circles and triangles. Students learn that they can further classify flat shapes as circles or triangles. In differentiating circles and triangles, students informally sort and classify non-polygons and polygons.

Academic Vocabulary (What terms will students need to know?)

Circle
Side
triangle
Vertex/Vertices

Definition of Mastery

The students will be able to name a given object as a circle or triangle.
End of Unit Assessment
One on One Assessment
Observation

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

Learning Targets

I can compare characteristics of two objects.

I can describe characteristics of shapes.

Topic: 12-3: Squares and Other Triangles

Duration: 1 Day(s)

Description

The students will learn that some flat shapes belong to more than one category: some rectangles are also squares. Students will continue to classify shapes based on shared attributes. The students will identify and describe squares and other rectangles.

Academic Vocabulary (What terms will students need to know?)

Rectangle
Square

Definition of Mastery

The students will be able to identify and describe squares and rectangles.
End of Unit Assessment
One on One Assessment
Observation

Learning Targets

I can compare characteristics of two objects.

I can describe characteristics of shapes.

Topic: 12-4: Hexagons

Duration: 1 Day(s)

Description

Students will sort and classify six-sided figures, hexagons.

Academic Vocabulary (What terms will students need to know?)

Hexagon

Definition of Mastery

The students will be able to identify and sort hexagons.
End of Unit Assessment
One on One Assessment
Observation

Learning Targets

I can compare characteristics of two objects.

I can describe characteristics of shapes.

Topic: 12-5: Solid Figures

Duration: 1 Day(s)

Description

Students will name both flat shapes and solid figures, and their positions in the environment.

Academic Vocabulary (What terms will students need to know?)

Cube
Cylinder
Cone
Sphere

Definition of Mastery

The students will be able to name flat and solid shapes.
End of Unit Assessment
One on One Assessment
Observation

Learning Targets

I can compare characteristics of two objects.

I can describe characteristics of shapes.

Topic: 12-6: Describe Shapes in the Environment

Duration: 1 Day(s)

Description

Students will describe objects using the names of all the shapes that they have learned thus far, in the environment.

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

Academic Vocabulary (What terms will students need to know?)

flat shape
solid shape

Definition of Mastery

The students will be able to describe objects in the environment.

Learning Targets

I can compare characteristics of two objects.

I can describe characteristics of shapes.

I can describe shapes in the environment.

Topic: 12-7: Describe the Position of Shapes in the Environment

Duration: 1 Day(s)

Description

Students will use the vocabulary learned as well as position words to describe the location of shapes.

Academic Vocabulary (What terms will students need to know?)

In front of
Behind
Next to
Above
Beside

Definition of Mastery

The students will be able to use position words to describe the location of shapes.

End of Unit Assessment
One on One Assessment
Observation

Learning Targets

I can compare characteristics of two objects.

I can describe characteristics of shapes.

Topic: 12-8: Precision

Duration: 1 Day(s)

Description

Students will continue to verbally describe the location of shapes.

Academic Vocabulary (What terms will students need to know?)

In front of
Behind
Next to
Above
Below
Beside

Definition of Mastery

The students will be able to verbally describe shape locations.

One on One Assessment
Observation

Learning Targets

I can compare characteristics of two objects.

I can describe characteristics of shapes.

Unit: Analyze, Compare, and Create Shapes

Duration: 9 Day(s)

Unit Description

The unit will deepen geometric understandings of two and three-dimensional shapes. Students will analyze and compare attributes of shapes shown in different sizes and orientations. Students will build shapes using concrete materials, and use them to draw other shapes. Students also compose simple shapes to form larger shapes.

Enduring Understandings/Essential Learner Outcomes

The students will be able understand attributes of shapes, understand non-defining attributes of shapes, and compose shapes.

Academic Vocabulary

Roll
Slide

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

stack
flat surface

Assessment

End of Unit Assessment
One on One Assessment
Observation

Topic: 13-1: Analyze and Compare Two-Dimensional Shapes

Duration: 1 Day(s)

Description

The students will analyze and compare attributes of two-dimensional shapes.

Academic Vocabulary (What terms will students need to know?)

Review of Two-dimensional Shapes

Definition of Mastery

The students will be able to analyze and compare two-dimensional shapes.

End of Unit Assessment
One on One Assessment
Observation

Learning Targets

I can identify and describe characteristics of shapes.

I can sort shapes based on their characteristics.

Topic: 13-2: Analyze and Compare Three-Dimensional Shapes

Duration: 1 Day(s)

Description

The students will learn that some attributes of solid figures give objects the ability to roll, stack or slide.

Academic Vocabulary (What terms will students need to know?)

Roll
Stack
Slide

Definition of Mastery

The students will be able to use attributes of three-dimensional shapes to identify if they roll, slide, or stack.

End of Unit Assessment
One on One Assessment
Observation

Learning Targets

I can describe the positions of objects in space.

Topic: 13-3: Compare Two-Dimensional and Three-Dimensional Shapes

Duration: 1 Day(s)

Description

Students connect flat and solid figures by identifying two-dimensional shapes in the flat surfaces of three-dimensional shapes.

Academic Vocabulary (What terms will students need to know?)

Flat Surface

Definition of Mastery

The students will be able to identify the flat surfaces on three-dimensional shapes.

End of Unit Assessment
One on One Assessment
Observation

Learning Targets

I can compare 2-D and 3-D shapes.

Topic: 13-4: Make Sense and Persevere (Problem Solving)

Duration: 1 Day(s)

Description

The students will apply what they have learned about the attributes of flat shapes and solid figures to solve logical reasoning problems involving multiple clues.

Academic Vocabulary (What terms will students need to know?)

Attribute Blocks

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

Definition of Mastery

The students will be able to solve problems about shapes and their attributes by applying what they have learned thus far.
End of Unit Assessment
Observation

Topic: 13-5: Make Two-Dimensional Shapes from Other Two-Dimensional Shapes

Duration: 1 Day(s)

Description

The students will count shapes and use them to make a larger shape.

Academic Vocabulary (What terms will students need to know?)

Review

Definition of Mastery

The students will be able to use two-dimensional shapes to create larger shapes.
Observation/Activity

Learning Targets

I can use simple shapes to form larger shapes using manipulatives.

Topic: 13-6: Build Two-Dimensional Shapes

Duration: 1 Day(s)

Description

The students will deepen their understanding of two-dimensional shapes when they build or draw shapes with given attributes.

Academic Vocabulary (What terms will students need to know?)

Review

Definition of Mastery

The student will be able to draw or build two-dimensional shapes.
Observation

Learning Targets

I can draw or build simple 2-D shapes.

Topic: 13-7: Build Three-Dimensional Shapes

Duration: 1 Day(s)

Description

The students will investigate three-dimensional shapes that can be composed to make new shapes. They will use materials to build three-dimensional shapes while looking at the attributes of each shape.

Academic Vocabulary (What terms will students need to know?)

Review

Definition of Mastery

The student will be able to build three-dimensional shapes using their attributes and different materials.
Observation/Activity

Unit: Describe and Compare Measurable Attributes

Duration: 8 Day(s)

Unit Description

The unit introduces measurement by teaching students that objects can be directly compared by length, height, capacity, or weight. Students will learn that objects can be described by measurable attributes and that some objects can be described by more than one measurable attribute.

Enduring Understandings/Essential Learner Outcomes

The students will understand the conservation of length and height, that an object can have more than one measurable attribute, and that a comparison depends on the attribute being measured.

Academic Vocabulary

Height
Length
Longer
Shorter
Taller
Capacity

Assessment

End Of Unit Assessment
One on One Assessment
Observation

Topic: 14-1: Compare Length and Height

Duration: 1 Day(s)

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

Description

In this lesson, the development of length measurement begins with comparisons and progresses. The students will see the similarities and differences between the concepts of length and height.

Academic Vocabulary (What terms will students need to know?)

Height
Length
Longer
Shorter
Taller

Definition of Mastery

The students will be able to compare objects length and height.
End of the Unit Assessment
One on One Assessment
Observation

Topic: 14-2: Compare by Capacity

Duration: 1 Day(s)

Description

Students will learn about another measurable attribute, capacity, using pictures in a similar way to identify objects that hold more, hold less, or hold the same.

Academic Vocabulary (What terms will students need to know?)

Capacity

Definition of Mastery

The students will be able to identify objects capacities.
End of Unit Assessment
One on One Assessment

Topic: 14-3: Compare by Weight

Duration: 1 Day(s)

Description

The students will develop an understanding of how to compare objects by weight and have an introduction to the use of a balance scale.

Academic Vocabulary (What terms will students need to know?)

Heavier
Lighter
Weighs
Weight
Balance Scale

Definition of Mastery

The students will be to compare the weight of objects.
End of Unit Assessment
Observation

Topic: 14-4: Describe Objects by Attributes

Duration: 1 Day(s)

Description

Students will identify the attributes of an object that can be measured and determine the appropriate tools that could be used to describe them.

Academic Vocabulary (What terms will students need to know?)

Attribute

Definition of Mastery

The students will identify the appropriate tools to describes objects.
End of Unit Assessment
Observation

Topic: 14-5: Describe Objects By Measurable Attributes

Duration: 1 Day(s)

Description

This lesson continues to work on describing objects and also considers attributes that cannot be measured with tools.

Academic Vocabulary (What terms will students need to know?)

Review

Definition of Mastery

The students will be able to describe objects using their attributes.
End of Unit Assessment
Observation

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit

Required Course

Topic: 14-6: Precision

Duration: 1 Day(s)

Description

The students will apply what they know about height, weight, capacity to help compare different objects using problem solving strategies.

Academic Vocabulary (What terms will students need to know?)

Review

Definition of Mastery

The students will be able to compare objects using measurable attributes.

End Of Unit Assessment

Observation

Unit: Life Skills

Duration: Ongoing

Unit Description

Students will learn to identify pennies, nickels, dimes, and quarters, days of the week, ways to measure time.

Academic Vocabulary

penny

nickel

dime

quarter

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Assessment

Formative Observations

Topic: Identify Coins

Duration: Ongoing

Learning Targets

I can identify pennies, nickels, dimes, and quarters.

Topic: Time

Duration: Ongoing

Learning Targets

I can demonstrate an understanding of time and devices that measure time.

Topic: Days of the Week

Duration: Ongoing

Learning Targets

I can name the days of the week.

Activities (Lesson Plans)

Number Sense: Numbers 0-5

1-1 Count 1,2, and 3

Counting With a partner

The students will pair up and practice counting different objects and compare their number of objects.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

Show It!Clap It!

The students will learn to count groups of objects and connect the correct number name to the number of objects in the group.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

1-2 Recognize numbers 1,2,3 in different arrangements

Counting in Different Arrangements

The students will be able to arrange counters in different to show the numbers 1,2, and 3

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

Show Me The Counters!

Students will be given 3 counters. They will use the counters to show numbers 1, 2, and 3 in different arrangements as directed by a student partner.

Author: Lanita Buchanan

Shared: Yes

Type: Educator Submitted

1-3 Read and Write 1, 2, and 3

3D Number Writing

The students will be able to create 3d numbers out of construction paper.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

Number Write and Rhyme

For each number 0-9 there is a rhyme for how to make the number. The students are taught these rhymes as they learn to make the numbers. (ex. to make a 9.....first a head and then a spine, that's the way you make a nine. The students say the rhymes as they make the numbers. A copy of these rhymes is sent home with every Kindergarten student at the beginning of the year so their parents can learn the rhymes as well and help their child learn to write the numbers.

Author: Lanita Buchanan

Shared: Yes

Type: Educator Submitted

1-4 Count 4 and 5

Hide, Guess, and Count

The students will guess how many cubes the teacher and their partner is holding and counting to check if their answer is correct.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

Look and See

Using the Look and See activity page, partners take turns filling in puzzles using squares. They count the squares in one or more ways, and then they repeat with different colored squares.

Author: Lanita Buchanan

Shared: Yes

Type: Educator Submitted

1-5 Recognize 4 and 5 in different arrangements

Different Arrangements of 4 and 5

The students will be able to work with a partner making different arrangements with 4 and 5 counters.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

How Many Objects Do I Have?

Divide students into pairs. Distribute paper and colored pencils/crayons. Assign each student the number 4 or 5. Tell students that their number is secret and not to reveal it. Ask students to draw 4 or 5 objects to represent their number. The students will then use their pictures of 4 or 5 items to help them recognize different arrangements of 4 and 5.

Author: Lanita Buchanan

Shared: Yes

Type: Educator Submitted

1-6 Read and Write 4 and 5

Funny 4's and 5's

The students will be able to write the numbers 4 and 5 in different ways.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

Number Write and Rhyme

For each number 0-9 there is a rhyme for how to make the number. The students are taught these rhymes as they learn to make the numbers. (ex. to make a 9.....first a head and then a spine, that's the way you make a nine. The students say the rhymes as they make the numbers. A copy of these rhymes is sent home with every Kindergarten student at the beginning of the year so their parents can learn the rhymes as well and help their child learn to write the numbers.

Author: Lanita Buchanan

Shared: Yes

Type: Educator Submitted

1-7 Identify the number 0

Cover Three

This activity is basically like tic-tac-toe only the students take a number from a bag and try to get 3 in a row in ways shown at the bottom of the page.

Author: Lanita Buchanan

Shared: Yes

Type: Educator Submitted

What's in the Cup

The students will be able to understand the relationship between numbers and quantities by using cubes in a cup.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

1-8 Read and Write Zero

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

Number Write and Rhyme

For each number 0-9 there is a rhyme for how to make the number. The students are taught these rhymes as they learn to make the numbers. (ex. to make a 9.....first a head and then a spine, that's the way you make a nine) The students say the rhymes as they make the numbers. A copy of these rhymes is sent home with every Kindergarten student at the beginning of the year so their parents can learn the rhymes a swell and help their child learn to write the numbers.

Author: Lanita Buchanan

Shared: Yes

Type: Educator Submitted

Zero Blocks

The students will be able to gain understanding on numbers 0-4.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

1-9 Ways to Make 5

Different Arrangements of 5

The students will use counters to make different arrangements of 5.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

Parts and the Whole

In this activity students will be

Author: Lanita Buchanan

Shared: Yes

Type: Educator Submitted

1-10 Count numbers to 5

Counting Jumps

The students will pretend to be frogs jumping across a pond and counting.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

How Much Rain Do You See?

The students will be given a sheet with 6 rain clouds drawn on it. The teacher and students will discuss how sometimes it starts to rain lightly and then get heavier and faster.

The students will be instructed to draw the number of raindrops falling from each cloud by starting at 0 and adding one more raindrop to each cloud until they get to 5, writing the numbers on the clouds.

Author: Lanita Buchanan

Shared: Yes

Type: Educator Submitted

1-11 Math Practices and Problem Solving: Construct Arguments

Snap the Number

The students will be able to use mathematical skills to explain what they know about counting.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

Number Sense: Compare Numbers 0-5

2-1 Equal Groups

Big Chairs and Little Blocks

The students will be able to compare groups using chairs, blocks, and strings.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

2-2 Greater Than

One More

Students will be able to use small objects and cubes to demonstrate their understanding of one greater than.

Author: Erin Tuley

Shared: Yes

Type: Educator Submitted

2-3 Less Than

Leaves on a Vine

The students will compare leaves on a vine up to 5.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

2-4 Compare Groups to 5 By Counting

Count and Compare

The students will count and compare cubes up to 5.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

2-5 Compare Numbers to 5

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

A Bag of Numbers

The students will compare numbers up to 5 by using number cards and counters.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

2-6 Math Practices and Problem Solving: Model with Math

Fall Leaves

The students will apply what they know about comparing numbers and justify the comparisons.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

Number Sense: Numbers 6-10

3-1: Count 6 and 7

Guess How Many

The students will work in pairs guessing the amount of cubes the partner linked together.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

3-2: Read and Write the numbers 6 and 7

Number Write and Rhyme

For each number 0-9 there is a rhyme for how to make the number. The students are taught these rhymes as they learn to make the numbers. (ex. to make a 9.....first a head and then a spine, that's the way you make a nine. The students say the rhymes as they make the numbers. A copy of these rhymes is sent home with every Kindergarten student at the beginning of the year so their parents can learn the rhymes as well and help their child learn to write the numbers.

Author: Lanita Buchanan

Shared: Yes

Type: Educator Submitted

Rainbow Writing

The students will practice writing the numbers 6 and 7 with paint sealed in a baggie

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

3-3: Count 8 and 9

8 or 9 Counters

The students will use counters and drawings to count numbers 8 and 9.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

3-4: Read and Write 8 and 9

8 or 9 Counters

The students will use counters and drawings to count numbers 8 and 9.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

Number Write and Rhyme

For each number 0-9 there is a rhyme for how to make the number. The students are taught these rhymes as they learn to make the numbers. (ex. to make a 9.....first a head and then a spine, that's the way you make a nine. The students say the rhymes as they make the numbers. A copy of these rhymes is sent home with every Kindergarten student at the beginning of the year so their parents can learn the rhymes as well and help their child learn to write the numbers.

Author: Lanita Buchanan

Shared: Yes

Type: Educator Submitted

3-5: Count 10

Ten Frame Hide

The students will copy the amount of counters that are on his/her ten frame and count to check answer.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

3-6: Read and Write 10

It's Fishy

The students will make groups of 9 and 9 using paper fish.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

3-7: Ways to Make 10

Cut to Make Parts of 10

The students will use stickers and paper strips to make parts of ten.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

3-8: Math Practices and Problem Solving: Look For and Use Structure

Color-Change Trains

The students will make cube trains using different combinations of 6.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

Number Sense: Compare Numbers 0 to 10

4-1: Compare Groups to 10

Flash a Group

The students will compare groups by using their hands to determine more or less.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

4-2: Compare Numbers Using Numerals

Comparing Cube Trains

The students will make and compare cube trains by adding 1 more or 1 fewer.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

4-3: Compare Groups to 10 By Counting

Fold and Compare

The students will compare numbers using construction paper.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

4-4: Compare Numbers to 10

Brain Pop Jr.

The students will watch a video on comparing numbers

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

Data and Statistics: Classify and Count Data

5-1 Classify Objects into Categories

Sorting Animals

The students will sort animals based into categories such as: animals that have feathers and those that do not, animals that have wings and those that do not, animals that live on land and those that live in water.

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

Sorting Objects Video

Youtube video about sorting objects based on category

Author: Sara Bradshaw

Shared: Yes

Type: Educator Submitted

Learning Targets

I can count how many are in a set and show that a number shows that set with numbers 0-5.

Assessment: Through observation, the students will use counters or other objects to count sets up to 5 and explain why/how they got that number.

Classroom Observation

I can compare 2-D and 3-D shapes.

I can compare characteristics of two objects.

I can compare groups up to 5 and tell if the groups are equal or not equal.

Assessment: The students will use objects to compare groups with partners to see if they are equal or not equal.

I can compare two numbers between 0-5 and decide which one is more than or less than the other.

Assessment: The teacher will show two numbers between 0-5 and the students will record which number is greater than or less than the other.

Performance

I can compose and decompose numbers from 11 to 19 into sets of tens with additional ones.

I can compose and decompose numbers from 11 to 19 into sets of tens with additional ones.

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

I can count 0-5 objects by pointing and counting in any order and explain my answer.

Assessment: The students will work in small groups, where the teacher will use counters/objects and have the students count. The teacher will change the arrangements of the counters/objects and have them count and explain.
Performance

I can count 1-3 objects by pointing and counting in any order.

Assessment: The students will work in small group where the teacher will use counters/objects and have the students count. The teacher will change the arrangements of the counters/objects and have them count.
Classroom Observation

I can count 4-5 objects by one pointing and counting in any order.

Assessment: The students will work in small group where the teacher will use counters/objects and have the students count. The teacher will change the arrangements of the counters/objects and have them count.
Class Response System

I can count 8 and 9 objects by pointing and counting in any order.

Assessment: The students will work in small groups, where the teacher will use counters/objects and have the students count. The teacher will change the arrangements of the counters/objects and have them count.
Performance

I can count a objects in a group of 8 and 9.

Assessment: The students will use objects/counters to make a group of 8 or 9 with teacher prompts in a small group setting.

I can count backwards from a given number between 10 and 1.

I can count by tens to 100.

The students will count by tens to 100 knowing the counting sequence.
Assessment: The students will count out loud by tens and will write in the missing numbers on a hundreds chart.
Class Response System

I can count how many are in a group and show that a number stands for that group with numbers 1-3.

Assessment: The students will use counters or other objects to count sets up to 3.
Classroom Observation

I can count how many are in a set and show that a number represents the set with numbers 8 and 9.

Assessment: The students will use counters or other objects to count sets up to 9.
Performance

I can count numbers to 5 and show that number in a set.

Assessment: The students will use connecting cubes to make different cube trains and count them.
Classroom Observation

I can count to 30 by ones

The students will be able to count to 30 by one's using a pattern.
Assessment: The students will complete missing numbers in a number chart to 30 by using a pattern.
Classroom Observation

I can count to 50 using a pattern.

The students will be able to count to 50 by ones using the pattern.
Assessment: The students will fill in the missing numbers in a number chart using a pattern to 50.
Classroom Observation

I can demonstrate an understanding of time and devices that measure time.

I can describe characteristics of shapes.

I can describe shapes in the environment.

I can describe the positions of objects in space.

I can draw or build simple 2-D shapes.

I can explain what they know about counting numbers 0-5.

Assessment: The students will use objects and dry erase boards to count and write the objects and explain with a partner why/how they counted the set and wrote the number to represent it.
Class Discussion/Participation

I can identify and describe characteristics of shapes.

I can identify pennies, nickels, dimes, and quarters.

I can names the days of the week.

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

I can put together numbers and objects to show different ways to make 5.

Assessment: The students will use counters in a cup. They will pour the counters out and add the two different parts to make 5 and repeat showing different parts to make 5.
Performance

I can read and write numbers 1-3.

Assessment: The students will use a dry erase board to show their knowledge of how many objects were in the group and write the number that represents the set.

Class Response System

I can read and write numbers 4 and 5.

Assessment: The students will use a dry erase board to count the number of objects in a set was write the number to represent the set using numbers 4 and 5 per observation.
Class Response System

I can read and write the number 0.

Assessment: The students will use objects and dry erase boards to count and write the number in the set per observation and small group.
Classroom Observation

I can read and write the numbers 6 and 7 using objects.

Assessment: The students will use objects and dry erase boards to count the groups and write the number in the set in small group setting.
Classroom Observation

I can recognize 4 and 5 objects in different ways when they are counted.

The students will be able to understand the relationships between the numbers 4 and 5 regardless of their arrangement.

Assessment: The students will work with a partner using objects and taking turns changing the arrangements of the objects using 4 and 5 in the set.
Classroom Observation

I can recognize numbers 1-3 in different ways.

Assessment: The students will work with a partner using objects and they will take turns changing the order of the objects and their partner counting them.

Classroom Observation

I can recognize that when there are no objects in a group that it shows the number 0.

Assessment: The teacher will give the students different sets of objects and the students will point and count the objects. The teacher will show a set of 0-5 objects.
Classroom Observation

I can recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns.

I can say how many are in a group of 4 or 5 objects.

Assessment: The teacher will display counters/objects and have the students count and say to a partner how many are in the set. The teacher can do the same with a written response on dry erase boards of how many are in the set.
Class Discussion/Participation

I can say how many are in a group of four or five objects.

Assessment: The teacher will show counters/objects and have the students write how many are in the set using 5 or 5 objects.

Class Response System

I can say the number while counting objects to 5.

Assessment: The teacher will display objects/counters in a small group and the students will have to point and count to the objects.
Classroom Observation

I can say the numbers 1-3 when counting objects.

Assessment: The teacher will show different groups of counters and have the students count the number of counters outloud and then write the number of counters on dry erase board.

Classroom Observation

I can say the numbers when counting up to 3 matching an object with one number name.

Assessment: The students will use connecting cubes to point and say the number names up to 3 cubes.
Classroom Observation

I can show 4 or 5 objects to show how many are in a group.

Assessment: The students will use objects/counters and dice to represent how many are in the set through small group observation.
Classroom Observation

I can show and understand how many are in a group using the numbers 0-5.

Assessment: The teacher will display objects 0-5 and have the students verbally say how many are in the set.
Class Discussion/Participation

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

I can show different ways to make 5.

Assessment: The students will use 5 counters in a cup and shake the cup and pour to see the different ways to make 5 per observation checklist.

I can sort shapes based on their characteristics.

I can understand that each number is one larger than the one before with numbers to 5.

Assessment: The students will use a number line to be able to understand that each number is one larger than the other. The teacher will have the students put a counter on a number and have the students put the counter on the number that is larger than the next.
Classroom Observation

I can understand that each number is one larger than the one before using numbers 0-5.

Assessment: The students will use a number line, the teacher in a small group will give the students a number and the students will have to put a counter on the number that is larger than the previous one.
Classroom Observation

I can understand that each number is one larger than the one before with numbers 1-3.

Assessment: The students will be able to use a number line to be able to understand that each number is one larger than the other.
End of the unit assessment
Classroom Observation

I can understand that each number is one larger than the one before with numbers 4-5.

Assessment: The students will be able to use a number line to be able to understand that each number is one larger than the other. The teacher will have the students put a counter on a number and have the students put the counter on the number that is larger than the next.
Classroom Observation

I can understand that each number is one larger than the one before with numbers 8 and 9.

Assessment: The students will use a number line to be able to show understanding that each number is one larger than the other with the teacher giving them a counter and telling them a number. The teacher will have the students put the counter on the number that is one larger.
Classroom Observation

I can use 0 to tell when there are no objects.

Assessment: The students will use objects and dry erase boards to count and write the number in the set per small group and observation checklist.
Classroom Observation

I can use number names in the correct order by pointing and counting 0-5 objects.

Assessment: In small groups, the students will use counters to use number names in the correct order using one to one correspondence.
Classroom Observation

I can use number names in the right order by pointing and counting 1-3 objects.

Assessment: Through the use of small group observation, the students will use counters to to use the number names in the correct order using one to one correspondence.
Classroom Observation

I can use objects to show and compare two groups between the numbers 0-5.

Assessment: The students will use connecting cubes to model a number and make another group based on teacher prompt that is greater than, less than or equal to their group.

I can use simple shapes to form larger shapes using manipulatives.

The

The students will be able to take apart a number and tell the parts.

Assessment: The students will use objects to show taking away from a group and tell partner their parts.
Performance

The students will be able to add numbers together and understand that adding groups can be shown in an addition expression that uses the plus sign.

Assessment: The students will use a dry erase board and counters to write an addition expression using the plus sign.

The students will be able to compare numbers 0-10 using numerals.

Assessment: The teacher will give the students two numbers and the students will use a dry erase boards to record which number is more than or less than the other.
Class Response System

The students will be able to compare two groups up to 5 to identify which group is greater than the other group.

Assessment: The students will work in pairs where one partner makes a group up to 5 and the partner has to make a group that is greater than the partners.
Performance

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

The students will be able to compare two numbers 0-5 and be able to say which one is more than or less than the other.

Assessment: The teacher will give the students two numbers between 0-5 and will have the students record which number is greater than or which one is less than the other.
Class Response System

The students will be able to compare two sets of objects between 0-5 to identify which group is more than, less than or equal to the other.

Assessment: The students will compare their group of objects with other students in the class/table.

The students will be able to count 6-7 objects using one to one correspondence in any order.

Assessment: In a small group setting, the teacher will use counters/objects and have students count. The teacher will change the arrangements of the counters/objects and have them count.
Classroom Observation

The students will be able to count groups of 6 and 7.

Assessment: The students will use objects such as counters/cubes to count out 6 or 7 using teacher prompts in small group setting.

The students will be able to count how many are in a set and show that a number represents different sets of ten.

Assessment: The students will use a variety of objects to count and show different ways to make ten.
Classroom Observation

The students will be able to count how many are in a set and show that a number represents that set with numbers 6 and 7.

Assessment: The students will use counters or other objects to count sets of 6 and 7.
Classroom Observation

The students will be able to count how many objects are in a set and show that a number represents that set with numbers up to 10.

Assessment: The students will use counters/objects in a ten frame to count sets up to 10.
Classroom Observation

The students will be able to count how many objects are in different categories using a chart and tally marks.

Assessment: The students can use a dry erase board and the teacher can show the students categories where they have to tally mark how many are in each category.

The students will be able to count objects in a set of 10.

Assessment: The students will be given a set of objects up to ten and they will count the objects in the set through observation.
Classroom Observation

The students will be able to count objects up to 10 using one to one correspondence in any order.

Assessment: In small group setting, the teacher will use counters/objects and have the students count. The teacher will change the arrangements of the counters/objects and have them count.
Classroom Observation

The students will be able to count sets of 4 and 5 objects.

Assessment: The students will use counters/objects to count sets of 4 and 5.
Classroom Observation

The students will be able to find and use patterns in developing fluency in subtraction equations.

Assessment: The students will use objects to create different subtraction word problems with a partner.

The students will be able to put together different parts to make 10.

Assessment: The students will use ten counters in a small cup and pour the counters out. The students will create different ways to make ten using the counters.
Performance

The students will be able to read and write the number 10 by using objects.

Assessment: The students will be given objects up to ten. The students will make a group and then read and write the number for the set.
Classroom Observation

The students will be able to read and write the numbers 8 and 9.

Assessment: The students will be given a group of 8 or 9 objects and they are to count and write the number of the given set per observation checklist.

The students will be able to represent addition as adding to a number.

Assessment: The students will use objects to add to their set.

The students will be able to represent subtraction as taking away from a whole.

Assessment: The students will use counters to take away from a whole with teacher direction.

The students will be able to say the numbers 1-3 when counting objects.

Assessment: The teacher will show different groups of counters and have the students count the number of counters outloud and then write the number of counters on dry erase board.
Classroom Observation

The students will be able to separate numbers using an equation.

Assessment: The students will be given dry erase boards and toys to write a subtraction sentence using the toys.

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

The students will be able to show different ways to make ten by understanding the relationship between numbers and quantities.

Assessment: The students will use 10 counters and cups and shake them and pour them out to see the different ways to make 10 and write the parts.
Classroom Observation

The students will be able to show how to put together groups by using drawings, counting, and writing equations.

Assessment: The students will use objects and drawings to put together groups to show addition.
Classroom Observation

The students will be able to show numbers in many ways and will use objects, fingers, drawings to put together groups.

Assessment: The teacher will have the students get out two different color crayons and make/draw using two different colors and finding the parts and whole.

The students will be able to show numbers in many ways.

Assessment: The students will be given connecting cubes, dry erase to show numbers in different ways.
Performance

The students will be able to solve addition and subtraction equations.

Assessment: The teacher will give the students equations on the dry erase board.
Performance

The students will be able to solve addition problems.

Assessment: The teacher will say an addition problem and the students will use dry erase boards to solve the problem using an equation.

The students will be able to sort objects into categories and will be able to tell which group is more than, less than or equal to the other set.

Assessment: The students will use different objects to sort into categories and compare the categories to tell which one is greater than, less than, or equal to the other group.
Performance

The students will be able to tell whether the way objects have been sorted, counted and compared make sense.

Assessment: The students will be shown objects sorted and with a partner will explain why the objects were sorted that way and how else they could have been sorted.

The students will be able to understand that each number is one larger than the one before with numbers 6 and 7.

Assessment: The students will use a number line and the teacher will have the students put the counter on a number and have them put the counter on a the number that is next on the number line.
Classroom Observation

The students will be able to understand that each number is one larger than the one before with numbers up to 10.

Assessment: The students will use a number line and counters to show one number larger than the one before.
Performance

The students will be able to understand that there is an order to the set of whole numbers.

Assessment: The teacher will write a number and the students will write the number that comes before and after that number.
Class Response System

The students will be able to use equations to represent and explain addition.

Assessment: The students will be given objects, come up with an addition problem and then write the equation on dry erase board.

The students will be able to use patterns to add numbers together and develop fluency.

Assessment: The students will use connecting cubes to come up with an addition story and have partner solve the addition problem.

The students will be able to use the minus sign in an equation and understand subtraction is taking from a group.

Assessment: The students will do a KAGAN strategy using subtraction equations.

The students will be able to use the plus sign and equal sign in an equation.

Assessment: The students will use dry erase boards to write an equation using the plus and equals sign with the group of objects given by the teacher.

The students will be able to use their understanding between the relationships between numbers to count how many are in a set with numbers 6-10.

Assessment: The students will use objects to count how many are in a set using structures and patterns.
Performance

The students will be able to write an equation to show addition.

Assessment: The students will use a dry erase board to write an equation that the teacher shows the class.

The students will classify objects into categories and tell why they are in each category.

Assessment: The teacher will give students objects and have them classify them into categories and have the students discuss why they are in the categories.

The students will compare groups to 10 by counting objects using greater than, less than, or equal to.

Assessment: The teacher will make a group to 10 and the students will make a group that is greater than, less than, or equal to that is teacher directed.
Performance

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

The students will compare numbers using numerals and objects to 10.

Assessment: The teacher will make a group to 10 and the students will make a group that is greater than, less than, or equal to that is teacher directed.
Class Response System

The students will compare two groups of objects up to 10 using greater than, less than or equal to.

Assessment: The students will use objects to make a group and compare them with a partner up to 10 objects.
Performance

The students will compare two groups up to 5 and identify which set is more than, less than or equal to the other group.

Assessment: The students will make a set using objects and compare their group with other students in class/tables
Performance

The students will compare two groups up to 5 to identify which groups is less than the other group.

Assessment: The students will take turns with a partner using objects making groups less than the other.

The students will compare two numbers by counting objects to determine which is more than or less than the other.

Assessment: The teacher will give two numbers and pictures to represent the numbers. The students will determine which group/number is greater than or less than the other.
Performance

The students will compare two written numbers to 10.

Assessment: The teacher will write two numbers to 10 and the students use a partner to discuss which one is greater than and which one is less than.
Class Response System

The students will count forward beginning with a given number to 10.

Assessment: The teacher will give students a number and with a partner they count forward from that number.

The students will count objects and sort and compare them in each category.

Assessment: The teacher will give different objects and students will sort them into categories and compare how many objects are in each category.

The students will look for and explain different ways to make a group more than the other.

Assessment: The teacher will show so many objects and the students will make a group with one more.
Class Response System

The students will make 10 in different ways.

Assessment: The students will use counters to show different ways to make 10 and write the parts on dry erase boards.

The students will model addition by drawing, counting, and writing equations.

Assessment: The students will work with a partner to model in different ways addition problems using objects.

The students will represent addition as putting two or more numbers together.

Assessment: The students will put together parts to make a whole using objects.

The students will separate numbers and use the minus sign in an equation.

Assessment: The students will be shown an expression and the students will use objects to show the parts.

The students will solve addition problems by putting together two groups.

Assessment: The teacher will verbally give addition word problems and the students will draw pictures or use objects to put the to groups together.
Class Response System

The students will solve addition word problems within 5.

Assessment: The students will use the independant skills sheet as an informal assessment.
Written Document/Paper

The students will solve subtraction word problems.

Assessment: The teacher will say a word problem and the students will use objects to solve the subtraction problem.

The students will tell whether the the way the objects have been sorted, counted, and compared makes sense.

Assessment: The teacher will sort, count, and compare groups of objects. The students will decide if the strategy the teacher used was correct and explain. The students will then do it with partners.
Classroom Observation

The students will understand taking from a set is subtraction.

Assessment: The students will use objects/counters to show taking away from a set.
Performance

The students will use counting patterns to put together different ways to make 10.

Assessment: The students will use pictures/patterns to show different ways to make 10.
Performance

The students will use patterns to develop fluency in subtraction equations.

K-Math MLS

Mathematics

Grade(s) K, Duration 1 Year, 1 Credit
Required Course

The students will use tools to subtract numbers.

Assessment: The students will listen to the teacher tell different subtraction word problems and the students will use a variety of different strategies to solve the problem.

The students will write equations to show the parts of numbers up to 5.

Assessment: The students will use a ten frame, 5 counters, and dry erase boards to show and write equations.
Classroom Observation
