

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: KINDERGARTEN

SUBJECT: MATH

DATE: 2016-2017

GRADING PERIOD: QUARTER 1

MASTER COPY 6-6-16

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
NUMBER SENSE				
<ul style="list-style-type: none"> • Ones • Tens • Number 	<p>K.NS.1: Count to at least 100 by ones and tens and count on by one from any number.</p> <p>PS.6: Attend to precision</p>	<ul style="list-style-type: none"> • Count to 30 by ones. • Calculate accurately. 	<ul style="list-style-type: none"> • Report card rote count 	<ul style="list-style-type: none"> • Count • Number • Ones
<ul style="list-style-type: none"> • Number names • Objects • Order 	<p>K.NS.4: Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>PS.6: Attend to precision.</p>	<ul style="list-style-type: none"> • Say the number names for 0-6. • Tell that the last number stated is the number of objects counted. • Create and discuss graphs. • Calculate accurately. 	<ul style="list-style-type: none"> • Report card - say the number names • Verbally assess counting skills 	<ul style="list-style-type: none"> • Number names • Order

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
COMPUTATION AND ALGEBRAIC THINKING				
<ul style="list-style-type: none"> Patterns 	<p>K.CA.5: Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.</p> <p>PS.5: Use appropriate tools strategically.</p> <p>PS.6: Attend to precision.</p> <p>PS.7: Look for and make use of structure</p>	<ul style="list-style-type: none"> Create an ABAB pattern using objects. Color pictures in an ABAB and AABB pattern. Use concrete models. Use clear definitions. Discern a pattern or structure. 	<ul style="list-style-type: none"> Report card – create ABAB and AABB pattern Center work 	<ul style="list-style-type: none"> Pattern ABAB AABB
GEOMETRY				
<ul style="list-style-type: none"> Two-dimensional shapes Language Sides 	<p>K.G.2: Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ "corners") and other attributes (e.g., having sides of equal length).</p>	<ul style="list-style-type: none"> Compare shapes by size and orientation and verbally describe the shapes. Describe shapes based on their attributes such as sides, length, and vertices. Identify that the orientation may change, yet the shape does not. The shape is the same. Describe similarities and differences Q1? 	<ul style="list-style-type: none"> Report card – given shapes, students will tell name of each shape 	<ul style="list-style-type: none"> Shapes Sides Corners Vertices Length Similarities Differences 2 & 3 dimension 2D-3D

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
GEOMETRY				
	<p>K.GM.2: (cont.)</p> <p>PS.7: Look for and make use of structure</p>	<ul style="list-style-type: none"> Classify geometric shapes based upon their attributes. 		
<ul style="list-style-type: none"> Shapes Objects 	<p>K.G.3: Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.</p> <p>PS.5: Use appropriate tools strategically</p>	<ul style="list-style-type: none"> Create 2D shapes using sticks, straws, playdough and geoboards: circle, triangle, square, rectangle, oval, diamond/rhombus, and hexagon. Draw 2D shapes. Make decisions to choose appropriate tools to solve the problem. 	<ul style="list-style-type: none"> Center work 	<ul style="list-style-type: none"> Circle Triangle Square Rectangle Oval Diamond/rhombus Hexagon
<ul style="list-style-type: none"> Simple shapes Larger shapes 	<p>K.G.4: Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).</p> <p>PS.7: Look for and make use of structure</p>	<ul style="list-style-type: none"> Use pattern blocks, make new shapes from existing blocks: Triangles to squares, squares to rectangles Classify geometric shapes based upon their attributes. 	<ul style="list-style-type: none"> Center work 	<ul style="list-style-type: none"> Create

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
DATA ANALYSIS				
<ul style="list-style-type: none"> • Objects • Size • Number • Attributes 	<p>K.DA.1: Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.</p> <p>PS.4: Model with mathematics</p>	<ul style="list-style-type: none"> • Sort objects by size, shape, and category. • Explain their choices. • Explain why an object does not belong. • Apply previous knowledge. 	<ul style="list-style-type: none"> • Center work 	<ul style="list-style-type: none"> • Sort • Classify

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GRADE LEVEL: KINDERGARTEN

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GRADING PERIOD: QUARTER 2

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
NUMBER SENSE				
<ul style="list-style-type: none"> Ones Tens Number 	<p>K.NS.1: Count to at least 100 by ones and tens and count on by one from any number.</p> <p>PS.6: Attend to precision.</p>	<ul style="list-style-type: none"> Count to 60. Calculate accurately. 	<ul style="list-style-type: none"> Report card - rote count 	
<ul style="list-style-type: none"> Number 	<p>K.NS.3: Find the number that is one more than or one less than any whole number up to 20.</p> <p>PS.6: Attend to precision.</p>	<ul style="list-style-type: none"> Find and state the number that is one more or one less than a given number. (Up to 10.) Calculate accurately. 	<ul style="list-style-type: none"> Report card with verbal assessment 	<ul style="list-style-type: none"> One more One less
<ul style="list-style-type: none"> Number names 	<p>K.NS.4: Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>PS.6: Attend to precision.</p>	<ul style="list-style-type: none"> Say number names for 0-13. Calculate accurately. 	<ul style="list-style-type: none"> Report card – say number names 	<ul style="list-style-type: none"> Number names

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
NUMBER SENSE				
<ul style="list-style-type: none"> • Group • Matching • Counting strategies 	<p>K.NS.7: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).</p> <p>PS.2: Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> • Tell which group of objects have more than, less than, or equal. • Know the meaning of quantities. 	<ul style="list-style-type: none"> • Center work - Using manipulatives to create a graph and answer questions 	<ul style="list-style-type: none"> • Group • Graph • More than • Less than • Equal
<ul style="list-style-type: none"> • Number value • Numbers 	<p>K.NS.8: Compare the values of two numbers from 1 to 20 presented as written numerals.</p> <p>PS.2: Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> • Use symbols (<, >, or =) to compare two numbers between 1-10. • Know the meaning of quantities. 	<ul style="list-style-type: none"> • Center work with alligator mouths. 	<ul style="list-style-type: none"> • Number value • Greater than • Less than • Equal
<ul style="list-style-type: none"> • Words 	<p>K.NS.9: Use correctly the words for comparison, including: (one and many), (none, some, and all), (more and less), (most and least), (equal to), and (more than and less than).</p> <p>PS.2: Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> • Explain the meaning of comparison words. • Use comparison words correctly: <ul style="list-style-type: none"> – One and many – None, some, all – Most and least – Equal to – More than and less than • Know the meaning of quantities. 	<ul style="list-style-type: none"> • Center work using graphs and manipulatives 	<ul style="list-style-type: none"> • Many • Most • Least • More • Less • More than • Less than • None • Some • All • Equal

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
COMPUTATION AND ALGEBRAIC THINKING				
<ul style="list-style-type: none"> • Objects • Drawings • Mental images • Sounds 	<p>K.CA.1: Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.</p> <p>PS.4: Model with mathematics.</p>	<ul style="list-style-type: none"> • Use objects and drawings to represent addition within 10. • Use mental images and sounds to represent addition within 10. • Solve problem using representations. 	<ul style="list-style-type: none"> • Observation • Center work • Report card (addition only) 	<ul style="list-style-type: none"> • Mental images • Addition • Subtraction
<ul style="list-style-type: none"> • Problems • Addition 	<p>K.CA.2: Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).</p> <p>PS.4: Model with mathematics.</p>	<ul style="list-style-type: none"> • Solve addition problems within 10 with objects or drawings. • Solve problem using representations. 	<ul style="list-style-type: none"> • Observation • Slate board • Center work 	<ul style="list-style-type: none"> • Real world problems • Addition • Subtraction

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
GEOMETRY				
<ul style="list-style-type: none"> • Positions • Terms 	<p>K.G.1: Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.</p> <p>PS.6: Attend to precision.</p>	<ul style="list-style-type: none"> • Demonstrate position words with walking around objects and manipulatives. • Use clear definitions. • Use correct mathematical terms and language. 	<ul style="list-style-type: none"> • Whole class walk • Manipulatives to demonstrate knowledge of position words. 	<ul style="list-style-type: none"> • Inside • Outside • Between • Above • Below • Near • Far • Under • Over • Behind • In front of • Next to • To the left of • To the right of
MEASUREMENT				
<ul style="list-style-type: none"> • Comparison • Length • Longer • Shorter • Temperature • Warmer • Cooler 	<p>K.M.1: Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.</p> <p>PS.6: Attend to precision.</p>	<ul style="list-style-type: none"> • Compare and state differences in shadow lengths. • Compare and state differences in water temperatures. • Use clear definitions. • Use correct mathematical terms and language. 	<ul style="list-style-type: none"> • Science kit whole class observation 	<ul style="list-style-type: none"> • Comparison • Length • Longer • Shorter • Temperature • Warmer • Cooler

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
MEASUREMENT				
<ul style="list-style-type: none"> • Time • Morning • Afternoon • Evening • Today • Yesterday • Tomorrow • Day • Week • Month • Year • Calendar 	<p>K.M.2: Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.</p> <p>PS.6: Attend to precision.</p>	<ul style="list-style-type: none"> • Participate in daily calendar activities. • Create picture depicting what a student does in the morning, afternoon, and evening in a given day. • Use clear definitions. • Use correct mathematical terms and language. 	<ul style="list-style-type: none"> • Teacher observation verifying all students participate • Picture accurately depicts activities throughout the day. 	<ul style="list-style-type: none"> • Time • Morning • Afternoon • Evening • Today • Yesterday • Tomorrow • Day • Week • Month • Year • Calendar

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<p>NUMBER SENSE</p>				
<ul style="list-style-type: none"> • Ones • Tens • Number 	<p>K.NS.1: Count to at least 100 by ones and tens and count on by one from any number.</p> <p>PS.6: Attend to precision</p>	<ul style="list-style-type: none"> • Count to 100 by ones. • Count to 100 by tens. • Calculate accurately. 	<ul style="list-style-type: none"> • Report card - rote count ones and tens 	<ul style="list-style-type: none"> • Tens
<ul style="list-style-type: none"> • Whole numbers • Number words 	<p>K.NS.2: Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 1-20 (with 0 representing a count of no objects).</p> <p>PS.2: Reason abstractly and quantitatively</p>	<ul style="list-style-type: none"> • Write whole numbers 0-20. • Count a set of objects and write the number counted for 0-20 objects. • Make sense of quantities and their relationships. 	<ul style="list-style-type: none"> • Report card – number writing • Center work 	<ul style="list-style-type: none"> • Number words
<ul style="list-style-type: none"> • Number names 	<p>K.NS.4: Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	<ul style="list-style-type: none"> • Say the number names for 0-20. 	<ul style="list-style-type: none"> • Report card – say the number names 	<ul style="list-style-type: none"> • Number names

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
NUMBER SENSE				
	K.NS.4: (cont.) PS.6: Attend to precision	<ul style="list-style-type: none"> Calculate accurately. 		
<ul style="list-style-type: none"> Counting Touch counting 	K.NS.5: Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20. PS.2: Reason abstractly and quantitatively.	<ul style="list-style-type: none"> Count a given number of objects up to 20 in a line, circle, or array. Count up to 10 scattered objects. Count up to 20 objects. Make sense of quantities and their relationships. 	<ul style="list-style-type: none"> Center work 	<ul style="list-style-type: none"> Touch Array
<ul style="list-style-type: none"> Ten frame Number patterns 	K.NS.6: Recognize sets of 1 to 10 objects in patterned arrangements and tell how many without counting. PS.6: Attend to precision.	<ul style="list-style-type: none"> State the number filled in a ten frame without counting. State the number on a die or domino without counting. Calculate accurately. 	<ul style="list-style-type: none"> Whole class work Center work 	<ul style="list-style-type: none"> Ten frame Without counting
<ul style="list-style-type: none"> Separate Equal groups 	K.NS.10: Separate sets of ten or fewer objects into equal groups. PS.2: Reason abstractly and quantitatively.	<ul style="list-style-type: none"> Separate objects into two and three equal groups. Make sense of quantities and their relationships. 	<ul style="list-style-type: none"> Center work 	<ul style="list-style-type: none"> Equal groups Separate Divide

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
COMPUTATION AND ALGEBRAIC THINKING				
<ul style="list-style-type: none"> Addition Subtraction 	<p>K.CA.1: Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.</p> <p>PS.4: Model with mathematics.</p>	<ul style="list-style-type: none"> Solve addition problems to 10 using objects. Solve subtraction problems within 10 using objects. Solve problem using representations. 	<ul style="list-style-type: none"> Report card 	<ul style="list-style-type: none"> Addition Subtraction
<ul style="list-style-type: none"> Real world problems Addition Subtraction 	<p>K.CA.2: Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).</p> <p>PS.4: Model with mathematics.</p>	<ul style="list-style-type: none"> Solve real world addition and subtraction problems within 10. Solve problems using representations. 	<ul style="list-style-type: none"> Center work Slate boards Smart board 	<ul style="list-style-type: none"> Real world problems Addition Subtraction
GEOMETRY				
<ul style="list-style-type: none"> 3D Cube Cone Sphere Cylinder Rectangular prism 	<p>K.G.2: Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>PS.7: Look for and make use of structure.</p>	<ul style="list-style-type: none"> Identify 3D shapes: cube, cone, sphere, cylinder, and rectangular prism. Describe shapes and identify similarities and differences. Classify geometric shapes based upon their attributes. 	<ul style="list-style-type: none"> Report card Observation 	<ul style="list-style-type: none"> 2D 3D Cube Cone Sphere Cylinder Rectangular prism Similarities Differences

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
NUMBER SENSE				
<ul style="list-style-type: none"> Place value Tens Ones 	<p>K.NS.11: Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.</p> <p>PS.2: Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> Assemble base ten blocks to represent numbers 10-20. Utilize ten frames to represent numbers 10-20 Makes sense of quantities and their relationships. Represent a situation symbolically. 	<ul style="list-style-type: none"> Report card 	<ul style="list-style-type: none"> Place value Tens Ones Longs Tens frame
COMPUTATION AND ALGEBRAIC THINKING				
<ul style="list-style-type: none"> Timed assessment Memorization Solve without counting 	<p>K.CA.2: Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).</p> <p>PS.4: Model with mathematics.</p>	<ul style="list-style-type: none"> Solve 15 addition problems (within 5) in three minutes. Solve 15 subtraction problems (within 5) in three minutes Solve addition and subtraction problems within 10 in daily work. Apply what they know. 	<ul style="list-style-type: none"> Report card Center work 	<ul style="list-style-type: none"> Memorization Solve without counting Timed assessment

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
NUMBER SENSE				
<ul style="list-style-type: none"> • Compose • Decompose • Equation 	<p>K.CA.3: Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). (In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.)</p> <p>PS.2: Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> • Arrange counters to create equations with the same answer (e.g. using 6 counters create multiple equations such as $3+3=6$, $4+2=6$, $5+1=6$). • Makes sense of quantities and their relationships. • Represent a situation symbolically. 	<ul style="list-style-type: none"> • Whole class • Center work 	<ul style="list-style-type: none"> • Compose • Decompose • Equation
<ul style="list-style-type: none"> • Equation • Set of ten 	<p>K.CA.4: Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation.</p> <p>PS.2: Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> • Show how many objects are needed when given a set of objects (0-9) to make a total of 10. • Make sense of quantities and their relationships. • Know the meaning of quantities. 	<ul style="list-style-type: none"> • Center work 	<ul style="list-style-type: none"> • Equation • Set of 10

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
MEASUREMENT				
<ul style="list-style-type: none"> • Capacity • Volume • Weight • Lighter • Heavier • Holds more 	<p>K.M.1: Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.</p> <p>PS.6: Attend to precision.</p>	<ul style="list-style-type: none"> • Measure volume and capacity • Compare volume in different containers to understand which holds more. • Use clear definitions. • Use correct mathematical terms and language. 	<ul style="list-style-type: none"> • Center work 	<ul style="list-style-type: none"> • Capacity • Volume • Weight • Lighter • Heavier • Holds more
<ul style="list-style-type: none"> • Time • Clock 	<p>K.M.2: Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.</p> <p>PS.6: Attend to precision.</p>	<ul style="list-style-type: none"> • Identify the time to the hour and half hour on the clock. • Write the time to the hour and half hour. • Use clear definitions. • Use correct mathematical terms and language. 	<ul style="list-style-type: none"> • Whole class work • Observation • Center work 	<ul style="list-style-type: none"> • Clock • Time