Kindergarten Math
Curriculum Resources

Curriculum Overview

The Alabama Course of Study: Mathematics (2019) provides the framework for the K-12 study of Mathematics in Alabama's public schools. Content standards in this document are minimum and required, fundamental and specific, but not exhaustive. The standards set high expectations for student learning in all grades.

Here are definitions to help understand this curriculum guide:

- **Units of Study:** A series of lessons, experiences, and assessments aligned to standards that may last two to six weeks.
- **Priority Standards:** These are the standards students must know and be able to do to be prepared for the next grade level or course.
- **Supporting Standards:** These standards support, connect to, or enhance priority standards.
- **Knowledge:** What students should know related to the standard.
- **Skills:** What students should be able to do related to the standard.
- **Bloom's Taxonomy:** This hierarchy helps describe the complexity and requirements of a standard.
- **Quad:** This framework has four parts that help determine the rigor and relevance of a standard: Acquisition, Application, Assimilation, Adaptation.
- **ACT:** This refers to ACT standards alignment.
- **Key Understandings:** Essential ideas students need to understand about the standard.
- **Key Vocabulary:** Keywords that should be taught to ensure understanding of the standard.
- **Formative Assessment:** Frequent and ongoing checks for understanding teachers can use throughout the unit.
- **Summative Assessment:** How students will be assessed at the end of a unit to demonstrate their level of mastery of the standards.
- **Activities & Resources:** Specific examples, lessons, and/or resources that may be used to support implementation of the standard.
- **RTI:** Response to Intervention - additional supports/resources teachers can use for students who need them.
- **Extensions:** Additional activities and resources to extend the learning experience, especially for accelerated students.

Kindergarten Curriculum At A Glance - Pacing Calendar				
Quarter	**# Weeks**	**Unit Name**	**Priority Standards**	**Supporting Standards**
1st	**1**	Launch Week	**Pre-Assessment**	
1st	**4**	UNIT 1: Shapes - Identify, Analyze, Compare & Create	**K.19, K.21**	**K.1, K.11, K.18, K.20, K.22, K.23**
1st	**5**	UNIT 2: Number 0-10	**K.3, K.4**	**K.5 a-c, K.6**
2nd	**5**	UNIT 3: Comparing Numbers 0-10	**K.6, K.7**	**K.2, K.3, K.5b, K.5c**
2nd & 3rd	**5**	UNIT 4: Classify Data and Count Numbers to 20	**K.3, K.15**	**K.1, K.5 a & c, 6, K.7**
3rd	**6**	UNIT 5: Understand Addition & Subtraction	**K.8, K.9, K.12**	**K.3, K.5, K.10, K.11**
3rd & 4th	**5**	UNIT 6: Compose & Decompose Numbers 11 to 19	**K.14**	**K.5 a&c**
4th	**5**	UNIT 7: Describe and Compare Measurable Attributes	**K.17**	**K.16**

UNIT 1: Shapes - Identify, Analyze, Compare & Create (Topic 12 & 13)	DURATION: 4 weeks
CONTENT STANDARDS	
PRIORITY STANDARDS • **K.19** Correctly name shapes regardless of their orientations or overall sizes. • **K.21** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (number of sides and vertices or corners") and other attributes."	**SUPPORTING STANDARDS** • **K.1** Count forward orally from 0 to 100 by ones and by tens. Count backward orally from 10 to 0 by ones. • **K.11** For any number from 0 to 10, find the number that makes 10 when added to the given number, by using concrete objects or drawings, and record the answer with a drawing or equation. • **K.18** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as _above, below, beside, in front of, behind,_ and _next to._ • **K.20** Identify shapes as two-dimensional (lying in a plane, flat") or three-dimensional ("solid")." • **K.22** Model shapes in the world by building them from sticks, clay balls, or other components and by drawing them. • **K.23** Use simple shapes to compose larger shapes.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
2D and 3D shapes.		**Understanding**	**B**	
Attributes of shapes (sides, corners, vertices, faces, edges, etc.).		**Understanding**		
Informal language to describe these components.		**Understanding**		
	Use geometric reasoning and visual characteristics of shapes to name shapes in a variety of sizes and orientations.	**Analyzing**		

	Use geometric reasoning and attributes to compare and contrast a variety of shapes.	**Understanding**	**B**	

KEY COMPONENTS		
LEARNING TARGETS (incremental learning target by week) **Topics 12 and 13** **Week 1** **Day 1: I can identify flat (2-dimensional) shapes** **Day 2-3: I can identify solid (3-dimensional) shapes** **Day 4: Assess and reteach** **Day 5-6: I can classify shapes as circles and triangles** **Week 2** **Day 7-8: I can classify squares and rectangles** **Day 9: I can classify a hexagon** **Day 10: Assess and reteach** **Week 3** **Day 11-12: I can classify 4 solid figures (spheres, cubes, cylinders, and cones)** **Day 13: I can identify shapes in the environment** **Day 14-15: I can compare 3 dimensional shapes** **Week 4** **Day 16-17: I can identify attributes of shapes that can roll, stack or slide I can compare 2 dimensional shapes and 3 dimensional shapes** **Day 18-19: I can make 2-D shapes from other 2-D shapes** **Day 20: Assess and reteach**	**KEY VOCABULARY** ● **Sort** ● **Two- Dimensional Shape (flat)** ● **Three Dimensional shape (solid)** ● **Circle** ● **Triangle** ● **Side** ● **Vertex/vertices(corner)** ● **Rectangle** ● **Square** ● **Hexagon** ● **Cube** ● **Cylinder**	● **Cone** ● **Sphere** ● **In front of** ● **Behind** ● **Next to** ● **Above** ● **Below** ● **Beside** ● **Roll** ● **Stack** ● **Slide** ● **Flat surface**
ESSENTIAL QUESTION(S) ● **How can two-and three-dimensional shapes be identified and described?** ● **How can solid figures be named, described, compared, and composed?**	**PRIOR KNOWLEDGE** ● Notice same/different and some/all. ● Begin to name and match colors, sizes, and shapes. ● Enjoy playing with all kinds of objects. ● Point to matching or similar objects. ● Understand that words can label sameness and differences. ● Understand that some have more, and some have less. ● Sort objects based on shape or color.	

	• Name and match primary colors. • Sort objects on the basis of both color and shape. • Sort a variety of objects in a group that have one thing in common. • Recognize and sort familiar objects with the same color, shape, or size. • Understand and point to a triangle, a circle, a square and rectangle. • Understand the concept of same shape and size. • Notice same/different and some/all. • Begin to name and match sizes and shapes. • Enjoy playing with all kinds of objects. • Point to matching or similar objects. • Understand that words can label sameness and differences. • Sort objects on the basis of shape. • Recognize and sort familiar objects with the same shape or size. • Understand and point to a triangle, a circle, a square and rectangle. • Understand the concept of same shape and size. •

FORMATIVE ASSESSMENT	**SUMMATIVE ASSESSMENT**

ACTIVITIES & RESOURCES		
Envision Resources	**Other Resources**	**ACAP Resources**
RTI	**EXTENSION OPPORTUNITIES**	

UNIT 2: Number 0-10 (Topic 1 & 3)	DURATION: 5 weeks
CONTENT STANDARDS	
PRIORITY STANDARDS ● **K.3** Write numerals from 0 to 20. ● **K.4** Connect counting to cardinality using a variety of concrete objects.	SUPPORTING STANDARDS ● **K.4** Connect counting to cardinality using a variety of concrete objects. ○ **K.4a** Say the number names in consecutive order when counting objects. ○ **K.4b** Indicates that the last number name says the number of objects counted in a set. ○ **K.4c** Indicate that the number of objects in a set is the same regardless of their arrangement or the order in which they were counted. ○ **K.4d** Explain that each successive number name refers to a quantity that is one larger. ● **K.5** Count to answer how many?" questions." ○ **K.5a** Count using no more than 20 concrete objects arranged in a line, a rectangular array, or a circle. ○ **K.5b** Count using no more than 10 concrete objects in a scattered configuration. ○ **K.5c** Draw the number of objects that matches a given numeral from 0 to 20. ● **K.6** Orally identifies whether the number of objects in one group is _greater/more than, less/fewer than_, or _equal/the same as_ the number of objects in another group, in groups containing up to 10 objects, by using matching, counting, or other strategies.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
How to match numeral name with sets of objects.		Understanding	A	
Use one to one correspondence when counting objects.		Understanding		

How to rote count in consecutive order.		Understanding		
	Write numerals from 0 to 20.	Understanding		
	Represent numbers from 0 to 20.	Applying		
	Count objects with one to one correspondence.	Understanding		
	Indicate the number of objects.	Understanding		
	Explain one more.	Applying		

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)
Topic 1 and 3
Week 1:
Day 1: I can count groups of up to 3 objects
Day 2: I can recognize 1, 2 and 3 in different arrangements
Day 3-4: I can read, make and write 1, 2 and 3
Day 5: Assess and reteach
Week 2
Day 6: I can count 4 and 5
Day 7: I can recognize 4 and 5 in different arrangements
Day 8-9: I can read, make and write 4 and 5
Day 10: Assess and reteach
Week 3
Day 11: I can identify the number 0
Day 12: I can read and write 0
Day 13: I know the numbers 0-5
Day 14: I can count 6 and 7
Week 4
Day 15-16: I can read, make and write 6 and 7
Day 17: I can count 8 and 9

KEY VOCABULARY

- Count
- One
- Two
- Three
- Number
- Four
- Five
-
- Zero
- Order
- Six
- Seven
- Eight
- Nine
- Ten

Day 18-19: I can read, make and write 8 and 9 **Day 20: I can count the number 10** **Day 21: I can read, make and write the number 10** **Day 22: Assess and reteach**		
ESSENTIAL QUESTION(S) ● **How can numbers from 0 to 5 be counted, read, and written?** ● **How can numbers from 6 to 10 be counted, read, and written?**	**PRIOR KNOWLEDGE** ● Count to 20 and above. ● Mimic counting by ones. ● Recognize numbers from one to ten. ● Become interested in how many objects she/he has. ● Continue to have an interest in counting. ● Understand the concept of size and amount. ● Notice same/different and some/all. ● Understand that words can label sameness and differences. ● Understand that some have more, and some have less. ● Become more interested in the concept of some and all. ● Make purposeful marks. ● Given a set number of objects one through ten, answer the question "How many?" ● Pair the number of objects counted with "how many." ● Understand that the last number name tells the number of objects counted. ● Establish one-to-one correspondence between numbers and objects when given a picture, a drawing or objects. ● Pair a group of objects with a number representing the total number of objects in the group (up to ten objects). ● Count objects one-by-one using only one number per object (up to ten objects). ● Recognize that numbers and numerals have meaning. ● Recognize numerals 0 (zero) through 10. ● Identify the difference between written numbers and other written things. ● Identify the difference between written numbers and objects. ● Rote count to ten. ● Communicate some number words. ● Recognize after. ● Recognize before. ● Enjoy playing with all kinds of objects. ● Point to matching or similar objects. ● **Count to 20 and above.** ● **Mimic counting by ones.** ● **Recognize numbers from one to ten.** ● **Become interested in how many objects she/he has.**	

	• Continue to have an interest in counting. • Understand the concept of size and amount. • Notice same/different and some/all. • Understand that words can label sameness and differences. • Understand that some have more, and some have less. • Become more interested in the concept of some and all. • Given a set number of objects one through ten, answer the question "how many?" • Pair the number of objects counted with "how many." • Understand that the last number name tells the number of objects counted. • Establish one-to-one correspondence between numbers and objects when given a picture, a drawing or objects. • Pair a group of objects with a number representing the total number of objects in the group (up to ten objects).

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES		
Envision Resources	**Other Resources**	**ACAP Resources**
RTI	**EXTENSION OPPORTUNITIES**	

UNIT 3: Comparing Numbers 0-10 (Topic 2 & 4)	DURATION: 5 weeks

CONTENT STANDARDS

PRIORITY STANDARDS	SUPPORTING STANDARDS
• **K.6 Orally identifies whether the number of objects in one group is _greater/more than, less/fewer than_, or _equal/the same as_ the number of objects in another group, in groups containing up to 10 objects, by using matching, counting, or other strategies.** • **K.7** Compare two numbers between 0 and 10 presented as written numerals (without using inequality symbols).	• **K.2** Count to 100 by ones beginning with any given number between 0 and 99. • **K.3** Write numerals from 0 to 20. • **K.5b** Count using no more than 10 concrete objects in a scattered configuration. • **K.5c** Draw the number of objects that matches a given numeral from 0 to 20.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
• How to identify which number is larger and which number is smaller.		**Remembering**	**A**	
• Number word sequence.		**Applying**		
	• Count sequentially.	**Understanding**		

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)	KEY VOCABULARY	
Topics 2 and 4 **Week 1:** **Day 1-2: I can compare groups and tell which is equal** **Day 3-4: I can tell if one group is greater than the other** **Day 5: Assess and reteach** **Week 2** **Day 6-7: I can tell if one group is less than the other** **Day 8-9: I can compare groups of 5 by counting (greater than, less than or equal to)**	• **Compare** • **Equal** • **Group** • **Same number as** • **Greater than >** • **Less than <** • **Model**	

Day 10: Assess and reteach **Week 3** **Day 11-12: I can compare groups of ten by matching** **Day 13-14: I can compare groups of ten by written numerals** **Day 15: Assess and reteach** **Week 4** **Day 16: I can find how many in scattered pictures** **Day 17: I can compare numbers to 10 and draw pictures and use tools to show** **Day 18: Assess and reteach**		
ESSENTIAL QUESTION(S) ● **How can numbers from 0 to 5 be compared and ordered?** ● **How can numbers from 0 to 10 be compared and ordered?**	**PRIOR KNOWLEDGE** ● Count to 20 and above. ● Mimic counting by ones. ● Recognize numbers from one to ten. ● Become interested in how many objects she/he has. ● Continue to have an interest in counting. ● Understand the concept of size and amount. ● Notice same/different and some/all. ● Understand that words can label sameness and differences. ● Understand that some have more, and some have less. ● Become more interested in the concept of some and all. ● Make purposeful marks. ● Given a set number of objects one through ten, answer the question "How many?" ● Pair the number of objects counted with "how many." ● Understand that the last number name tells the number of objects counted. ● Establish one-to-one correspondence between numbers and objects when given a picture, a drawing or objects. ● Pair a group of objects with a number representing the total number of objects in the group (up to ten objects). ● Count objects one-by-one using only one number per object (up to ten objects). ● Recognize that numbers and numerals have meaning. ● Recognize numerals 0 (zero) through 10. ● Identify the difference between written numbers and other written things. ● Identify the difference between written numbers and objects. ● Rote count to ten. ● Communicate some number words. ● Recognize after.	

	• Recognize before. • Enjoy playing with all kinds of objects. • Point to matching or similar objects. • Count to 20 and above. • Mimic counting by ones. • Recognize numbers from one to ten. • Become interested in how many objects she/he has. • Continue to have an interest in counting. • Understand the concept of size and amount. • Notice same/different and some/all. • Understand that words can label sameness and differences. • Understand that some have more, and some have less. • Become more interested in the concept of some and all. • Given a set number of objects one through ten, answer the question "how many?" • Pair the number of objects counted with "how many." • Understand that the last number name tells the number of objects counted. • Establish one-to-one correspondence between numbers and objects when given a picture, a drawing or objects. • Pair a group of objects with a number representing the total number of objects in the group (up to ten objects). •

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES		
Envision Resources	**Other Resources**	**ACAP Resources**
RTI	**EXTENSION OPPORTUNITIES**	

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UNIT 4: Classify Data and Count Numbers to 20 (Topic 5 & 9)	DURATION: 5 weeks

CONTENT STANDARDS

PRIORITY STANDARDS	SUPPORTING STANDARDS
• **K.3** Write numerals from 0 to 20. • **K.15** Classify objects into given categories of 10 or fewer; count the number of objects in each category and sort the categories by count	• **K.1** Count forward orally from 0 to 100 by ones and by tens. Count backward orally from 10 to 0 by ones. • **K.3a** Represent 0 to 20 using concrete objects when given a written numeral from 0 to 20 (with 0 representing a count of no objects). • **K.5a** Count using no more than 20 concrete objects arranged in a line, a rectangular array, or a circle. • **K.5c** Draw the number of objects that matches a given numeral from 0 to 20. • **K.6** Orally identifies whether the number of objects in one group is _greater/more than, less/fewer than_, or _equal/the same as_ the number of objects in another group, in groups containing up to 10 objects, by using matching, counting, or other strategies. • **K.7** Compare two numbers between 0 and 10 presented as written numerals (without using inequality symbols).

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
• How to match numeral names with sets of objects.		**Understanding**	**B**	
• How to count.		**Understanding**		
• Sort objects.		**Applying**		
• Category descriptors (e.g. triangles, rectangles, round, curved sides, color, etc).		**Understanding**		

	• Write numerals from 0 to 20.	**Understanding**		
	• Represent numbers from 0 to 20.	**Applying**		
	• Sort objects.	**Applying**		
	• Effectively use strategies to count groups of objects.	**Applying**		
	• Read and understand graphs.	**Applying**		

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)
Topics 5 and 9
Week 1:
Day 1-2: I can sort and group examples and nonexamples of given categories
Day 3-4: I can classify objects and write the numbers to tell how many in each group
Day 5: Assess and reteach
Week 2
Day 6-7: I can compare the number of objects in a category
Day 8-9: I can count, read and write 11 and 12
Day 10-11: I can count, read and write 13, 14 and 15
Week 3
Day 12: Assess and reteach
Day 13-14: I can count, read and write 16 and 17
Day 15: I can count, read and write 18, 19 and 20
Week 4
Day 16: Assess and reteach
Day 17-18: I can count from an number to 20

KEY VOCABULARY

- **Category**
- **Classify**
- **Chart**
- **Tally mark**
- **Eleven**
- **Twelve**
- **Thirteen**
- **Fourteen**
- **Fifteen**
- **Sixteen**
- **Seventeen**
- **Eighteen**
- **Nineteen**
- **Twenty**
- **Row**

Day 19: I can count to find out how many objects are in different arrangements **Day 20: Assess and reteach**		
ESSENTIAL QUESTION(S) ● **How can classifying data help answer questions?** ● **How can numbers to 20 be counted, read, written, and pictured to tell how many?**	**PRIOR KNOWLEDGE** ● Count to 20 and above. ● Mimic counting by ones. ● Recognize numbers from one to ten. ● Become interested in how many objects she/he has. ● Continue to have an interest in counting. ● Understand the concept of size and amount. ● Notice same/different and some/all. ● Understand that words can label sameness and differences. ● Understand that some have more, and some have less. ● Become more interested in the concept of some and all. ● Make purposeful marks. ● Given a set number of objects one through ten, answer the question "How many?" ● Pair the number of objects counted with "how many." ● Understand that the last number name tells the number of objects counted. ● Establish one-to-one correspondence between numbers and objects when given a picture, a drawing or objects. ● Pair a group of objects with a number representing the total number of objects in the group (up to ten objects). ● Count objects one-by-one using only one number per object (up to ten objects). ● Recognize that numbers and numerals have meaning. ● Recognize numerals 0 (zero) through 10. ● Identify the difference between written numbers and other written things. ● Identify the difference between written numbers and objects. ● Rote count to ten. ● Communicate some number words. ● Recognize after. ● Recognize before. ● Enjoy playing with all kinds of objects. ● Point to matching or similar objects. ● Participate in creating charts or graphs to represent data collection. ● Notice same/different and some/all. ● Recognize numbers from one to ten. ● Given a group of objects (ten or less), divide the group into smaller	

	groups in various ways. ● Given small groups of objects, create larger groups by combining the small groups. ● Take away objects from a large group to create two smaller groups. ● Put together two small groups of objects to create a larger group. ● Establish one-to-one correspondence between numbers and objects when given a picture a drawing or objects. ● Rote count to ten. ● Begin to name and match colors, sizes, and shapes. ● Enjoy playing with all kinds of objects. ● Point to matching or similar objects. ● Understand that words can label sameness and differences. ● Understand that some have more, and some have less. ● Sort objects based on shape or color. ● Name and match primary colors. ●

FORMATIVE ASSESSMENT	**SUMMATIVE ASSESSMENT**

ACTIVITIES & RESOURCES		
Envision Resources	**Other Resources**	**ACAP Resources**
RTI	**EXTENSION OPPORTUNITIES**	

UNIT 5: Understand Addition & Subtraction (Topic 6 & 7)	DURATION: 6 weeks
CONTENT STANDARDS	
PRIORITY STANDARDS • **K.8** Represent addition and subtraction up to 10 with concrete objects, fingers, pennies, mental images, drawings, claps or other sounds, acting out situations, verbal explanations, expressions, or equations. • **K.9** Solve addition and subtraction word problems, and add and subtract within 10, by using concrete objects or drawings to represent the problem. • **K.12** Fluently add and subtract within 5.	SUPPORTING STANDARDS • **K.3** Write numerals from 0 to 20. • **K.5** Count to answer how many?" questions." • **K.10** Decompose numbers less than or equal to 10 into pairs of smaller numbers in more than one way, by using concrete objects or drawings, and record each decomposition by a drawing or equation. • **K.11** For any number from 0 to 10, find the number that makes 10 when added to the given number, by using concrete objects or drawings, and record the answer with a drawing or equation.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
How to represent addition and subtraction using models, pictures or symbolic representations.		Applying	B	
How to explain representations of quantities.		Analyzing		
Characteristics of addition and subtraction contexts such as putting together, adding to, taking apart, and taking from.		Understanding		
Strategies for efficiently determining sums and differences within five.		Understanding		

	Represent quantities and operations physically, pictorially, or symbolically.	Applying		
	Use informational and mathematical language to communicate the connections among addition and subtraction.	Analyzing		
	Represent quantities and operations physically, pictorially, or symbolically.	Applying		
	Strategically use a variety of representations to solve addition and subtraction word problems.	Applying		
	Accurately compute sums and differences.	Applying		
	Use additional strategies efficiently.	Applying		

KEY COMPONENTS		
LEARNING TARGETS (incremental learning target by week) Topics 6 and 7 Week 1 : Day 1: I understand many ways to show addition Day 2: I can use “add to” to add Day 3: I can “put together” to add Day 4: I can solve an addition equation Day 5: Assess and reteach Week 2 Day 6-7: I can solve addition word problems using “add to” Day 8-9: I can solve addition word problems using “put together” Day 10: Assess and reteach Week 3 Day 11: I can use patterns to add fluently	KEY VOCABULARY • Join • In all • Part • Whole • Addition sentence • Add • Plus sign + • Equal sign = • Equation • Sum	• Left • Separate • Subtraction sentence • Take away • Difference • Subtract • Minus sign - • Break apart • Operation

Day 12: I can show subtraction in many ways **Day 13-14: I can "take apart" to subtract** **Day 15: I can use "take away" to subtract** **Week 4** **Day 16-17: I can solve a subtraction equation** **Day 18: Assss and reteach** **Day 19: I can use patterns to subtract fluently** **Day 20-22: I can solve subtraction word problems** **Week 5** **Day 23-25: Review addition and subtraction strategies** **Week 6** **Day 26: Assess and reteach**		
ESSENTIAL QUESTION(S) ● **What types of situations involve addition?** ● **How can representing taking apart and taking from in different ways help you learn about subtraction?**	**PRIOR KNOWLEDGE** ● Notice same/different and some/all. ● Subtract one from a set of objects (up to 10 objects). ● Add one to a set of objects (up to 10 objects). ● Given a group of objects (ten or less), divide the group into smaller groups in various ways. ● Given small groups of objects, create larger groups by combining the small groups. ● Take away objects from a large group to create two smaller groups. ● Put together two small groups of objects to create a larger group. ● Establish one-to-one correspondence between numbers and objects when given a picture a drawing or objects. ● Rote count to ten. ● Enjoy playing with all kinds of objects. ● Point to matching or similar objects. ● Use models, solve word problems with two given sets (e.g., objects, drawings); using "putting together"; add within nine. ● Use models, solve word problems with two given sets (e.g., objects, drawings); using "putting together"; add within five. ● Represent addition and subtraction with objects, pictures, fingers, or sounds within nine. ● Understand addition as putting together and subtraction as taking from. ● Establish one-to-one correspondence between numbers and objects. ● Rote count to 10. ● Enjoy playing with all kinds of objects. ● Point to matching or similar objects. ● Notice same/different and some/all. ● Subtract one from a set of objects (up to five objects).	

	• Given a group of objects (ten or less), divide the group into smaller groups in various ways. • Take away objects from a large group to create two smaller groups. • Establish one-to-one correspondence between numbers and objects when given a picture a drawing or objects. • Understand number words.

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES		
Envision Resources	**Other Resources**	**ACAP Resources**
RTI	**EXTENSION OPPORTUNITIES**	

UNIT 6: Compose & Decompose Numbers 11 to 19 (Topic 10)	DURATION: 5 weeks

CONTENT STANDARDS

PRIORITY STANDARDS	SUPPORTING STANDARDS
• **K.14** Compose and decompose numbers from 11 to 19 by using concrete objects or drawings to demonstrate understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	• **K.5a** Count using no more than 20 concrete objects arranged in a line, a rectangular array, or a circle. • **K.5c** Draw the number of objects that matches a given numeral from 0 to 20.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
The number sequence to 19.		Understanding	B	
Strategies to decompose a number into tens and ones.		Understanding		
	Use objects to compose and decompose numbers.	Applying		

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)	KEY VOCABULARY	
Topic 10 Week 1: Day 1-5: I can use objects to make 11, 12 and 13 Week 2 Day 6-10: I can use objects to make 14, 15 and 16 Week 3 Day 11: Assess and reteach Day 12-17: I can use objects to make 17, 18 and 19 Week 4 Day 18-24: I7 can decompose 11-19	• How many more?	

Day 25: Assess and reteach		
ESSENTIAL QUESTION(S) ● **How can composing and decomposing numbers from 11 to 19 into ten ones and some further ones help you understand place value?**	**PRIOR KNOWLEDGE** ● Notice same/different and some/all. ● Recognize numbers from zero to ten. ● Add one to a set of objects (up to 10 objects). ● Given small groups of objects, create larger groups by combining the small groups. ● Subtract one from a set of objects (up to five objects). ● Put together two small groups of objects to create a larger group. ● Given a group of objects (ten or less), divide the group into smaller groups in various ways. ● Take away objects from a large group to create two smaller groups. ● Establish one-to-one correspondence between numbers and objects when given a picture a drawing or objects. ● Rote count to ten. ● Understand number words. ●	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES		
Envision Resources	**Other Resources**	**ACAP Resources**
RTI	**EXTENSION OPPORTUNITIES**	

UNIT 7: Describe and Compare Measurable Attributes (Topic 14)	DURATION: 5 weeks

CONTENT STANDARDS

PRIORITY STANDARDS	SUPPORTING STANDARDS
• **K.17** Directly compare two objects with a measurable attribute in common to see which object has more of" or "less of" the attribute and describe the difference."	• **K.16** Identify and describe measurable attributes (length, weight, height) of a single object using vocabulary such as _long/short, heavy/light_, or _tall/short_.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
How to describe similarities and differences in objects.		Analyzing	C	
	Directly compare two objects and explain which object has more or less of the attribute.	Analyzing		

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)	KEY VOCABULARY	
Topic 14 Week 1 Day 1-5: I can describe and compare length and height Week 2 Day 6: Assess and reteach Day 7-11: I can describe and compare capacity Week 3 Day 12: Assess and reteach Day 13-17: I can describe and compare weight Week 4 Day 18: Assess and reteach Day 19-20: I can determine the proper tools to measure objects	• Height, Length • Longer • Shorter • Taller • Capacity • Heavier	• Lighter • Weighs • Weight • Balance scale • Attribute

Week 5 **Day 21-24: I can identify measurable attributes and determine the best tool to measure it** **Day 25: Assess and reteach**		

ESSENTIAL QUESTION(S)	**PRIOR KNOWLEDGE**
● **How can objects be described and compared by length, height, capacity, and weight?**	● Notice same/different and some/all. ● Begin to name and match colors, sizes, and shapes. ● Enjoy playing with all kinds of objects. ● Point to matching or similar objects. ● Understand that words can label sameness and differences. ● Understand that some have more, and some have less. ● Sort objects based on shape or color. ● Name and match primary colors. ● Sort objects on the basis of both color and shape. ● Sort a variety of objects in a group that have one thing in common. ● Recognize and sort familiar objects with the same color, shape, or size. ● Understand the concept of same shape and size. ● Understand the concept of smallest and shortest. ● Understand the concept of light and heavy. ● Understand the concept long and short. ● Classify common objects according to height (tall/short). ● Classify common objects according to length (long/short). ● Classify common objects according to weight (heavy/light). ● Classify common objects according to size (big/small). ● Communicate long, short, heavy, light, big, small. ●

FORMATIVE ASSESSMENT	**SUMMATIVE ASSESSMENT**

ACTIVITIES & RESOURCES

Envision Resources	Other Resources	ACAP Resources
RTI	**EXTENSION OPPORTUNITIES**	