



Summit Public Schools

Kindergarten Mathematics Curriculum Revised: July 2024

Course Description

In Kindergarten, instructional time should focus on four critical areas:

(1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20;

Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) developing understanding of whole number relationships and place value, including grouping in tens and ones;

Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) developing understanding of linear measurement and measuring lengths as iterating length units; Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.

(4) reasoning about attributes of, and composing and decomposing geometric shapes; Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Pacing Guide

Semester 1	Semester 2
<u>Topic 1: Numbers 0-5</u> <u>Topic 2: Compare Numbers 0-5</u> <u>Topic 3: Numbers 6-10</u> <u>Topic 4: Compare Numbers 0-10</u> <u>Topic 9: Count Numbers to 20</u> <u>Topic 10: Compose and Decompose Numbers 11-19</u> <u>Topic 5: Classify and Count Data</u>	<u>Topic 12: Identify and Describe Shapes</u> (possible start at the end of Semester 1) <u>Topic 13: Analyze, Compare, and Create Shapes</u> <u>Topic 11: Count Numbers to 100</u> (11-2-11-4) <u>Topic 6: Understand Addition</u> (6-1 thru 6-7 & then 5 additional days for addition fluency within 5/10 practice) <u>Topic 7: Understand Subtraction</u> (7-1 thru 7-6 & then 5 additional days for subtraction fluency within 5/10 practice) <u>Topic 8: More Addition and Subtraction</u> (8-1, 8-4 thru 8-10) <u>Topic 14: Describe and Compare Measurable Attributes</u>

BOY Required Assessments: • iReady Math Diagnostic • enVision Readiness Assessment	Mid-Year Required Assessment: • iReady Math Diagnostic	EOY Required Assessment: • iReady Math Diagnostic	Topic Assessments to be given at the end of each topic throughout the year. Assessments and scoring guides are linked at the end of each topic in this document.
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Topic 1– Numbers 0-5:

Big Idea: Numerals are used to represent quantities and are used constantly in everyday life

Essential Questions	Standards
- How can you show, count, and write numbers 0 to 5? - How can building and comparing sets help you compare numbers? - How can you show, count, and write numbers 6 to 9? - How can you show and compare numbers to 10?	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects

Topic 1– Numbers 0-5:

In Topic 1, students develop a fundamental understanding of number names, the counting sequence, and written numerals.

Key Vocabulary: count, one, two, three, number, four, five, zero, none, order

Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview [vocabulary](#), explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)

<u>Warm-Up</u>	<u>Mini-Lesson</u>	<u>Math Rotations</u> Additional Resources	<u>Share/Reflection</u>
Lesson 1 Solve and Share:  *Workbook page 5 Vocabulary: count, one, two, three	Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video Lesson 1: Today we will count 1, 2, and 3 objects. We do this by: Clapping and knocking	Suggestions for Lessons/Topic: Meet the teacher: - Guided/Independent Practice Pages At Your Seat: At Your Seat Folder Technology:	Topic 1 Quick Checks Folder (Alternate options below) Lesson 1 Exit ticket Suggestion: Pick a number from 1-3 and draw that many circles on your whiteboard. Have your partner count your objects.

	● Holding up fingers ● Explaining mental images ● Convince Me! *Workbook pages 6-7	● Savvas Math Tools ● iReady ● Counting Game 1 and Counting Game 2 ● Listen to Pete the Cat ● Listen to 10 Black Dots ● Count the Candles ● Count the fish ● Apple Tree Seesaw ● Apple Basket Seesaw ● Matching Numbers (wordwall) ● How Many? (wordwall) Hands On: ● Hands On Folder ● enVision Center Games	
Lesson 2 Solve and Share:  *Workbook page 9 Vocabulary: No new vocabulary	Lesson 2: Today we will count groups of 1, 2, and 3 objects when they are shown in different ways. We do this by: ● counting and coloring. ● Convince Me! *Workbook pages 10-11	Meet the teacher: ● Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 2 Exit ticket Suggestion: Pretend your whiteboard is an “aquarium” Draw 3 fish and 2 rocks. Count each object carefully and share with a partner.
Lesson 3 Solve and Share:  *Workbook page 13 Vocabulary: number	Lesson 3: Today we will read and write the numbers 1, 2, and 3. We do this by: ● Counting and writing the number that tells how many. ● Convince Me!	Meet the teacher: ● Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 3 Exit ticket Suggestion: Write the number 2 on your whiteboard then draw 2 circles. Share and check with a partner.

	*Workbook pages 14-15		
Lesson 4 Solve and Share:  *Workbook page 17 Vocabulary: Four, five	Lesson 4: Today we will count 4 and 5 objects in groups to find the total number. We do this by: ● counting and coloring. ● Convince Me! *Workbook pages 18-19	Meet the teacher: ● Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 4 Exit ticket Suggestion: Hold up the “count” vocabulary card. Have partners discuss how to explain what it means to count. Listen and assess.
Lesson 5 Solve and Share:  *Workbook page 21 Vocabulary: No new vocabulary	Lesson 5: Today we will count 4 and 5 objects in different arrangements. We do this by: ● Counting with an organized counting method. ● Convince Me! *Workbook pages 22-23	Meet the teacher: ● Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 5 Exit ticket Suggestion: Draw a picture of 5 goldfish in a bowl. Collect for data.
Lesson 6 Solve and Share:  *Workbook page 25 Vocabulary: No new vocabulary	Lesson 6: Today we will read and write the numbers 4 and 5. We do this by: ● Counting and writing the number that tells how many. ● Convince Me! *Workbook pages 26-27	Meet the teacher: ● Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 6 Exit ticket: With a partner, use a 5 frame and 2 different colored counters. Model 3 ways to make the number 5.

Lesson 7 Solve and Share:  *Workbook page 29 Vocabulary: none, zero	Lesson 7: Today we will use the word zero to tell when there are “none” in a group. We do this by: - Recognizing that zero is special because it means none - Not coloring when the number is zero - Convince Me! *Workbook pages 30-31	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 7 Exit ticket Suggestion: Share something of which you would like to have zero. Chart for fun.
Lesson 8 Solve and Share:  *Workbook page 33 Vocabulary: none, zero	Lesson 8: Today we will read and write the number zero. We do this by: - Recognizing that zero means “none” - Writing the number that tells how many - Convince Me! *Workbook pages 34-35	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 8 Exit ticket Suggestion: With a partner, use a 5 frame and take turns showing the numbers 0-5.
Lesson 9 Solve and Share:  *Workbook page 37 Vocabulary: order	Lesson 9: Today we will show the number before and the number after a given number from 0-5. We do this by: - Using cube trains - Counting forwards and backwards - Convince Me!	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 9 Exit ticket Suggestion: Write the number 4 on your whiteboard. Then write the number that comes after in order.

	*Workbook pages 38-39		
Lesson 10 Solve and Share:  *Workbook page 41 Vocabulary: No new vocabulary	Lesson 10: Today we will use math to explain what we know about counting. We do this by: • using objects • using words • using a method • Convince me! *Workbook pages 42-43	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 10 Exit ticket Suggestion: Show a set of 5 counters. Ask students to explain how they know there are five in the set.
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 1 Additional Resources

Number Sense:

- Subitizing with Dominoes-[Domino Flash Cards](#)
- Number of the Day (# of days or roll a number) On a hundreds chart, count to the number forwards and backwards by 1s, represent it on a ten frame, write the word, represent the number with a picture, one more, one less and more. [Number of the Day Template](#)
- [Five Frame Games](#)

Word Problem of the Day:

- Type: Both “Add to and Take From result unknown” - [Word Problem Generator](#) Use pictures and numbers.

Songs and Read Alouds:

- Song - Jack Hartman - [Five Little Fish](#)

Math Vocabulary:

- Math Word Wall Introduce the words, place on your word wall and engage in activities for meaning:
 - hear it, see it, say it, draw it
 - Chant - clap, spell and act it out.
 - Guess My Word [directions](#)
 - Bingo [bingo generator](#)

Topic 2: Compare Numbers 0-5

Big Idea: Numerals are used to represent quantities and are used constantly in everyday life

Essential Questions	Standards
- How can you show, count, and write numbers 0 to 5? - How can building and comparing sets help you compare numbers? - How can you show, count, and write numbers 6 to 9? - How can you show and compare numbers to 10?	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Topic 2– Compare Numbers 0-5

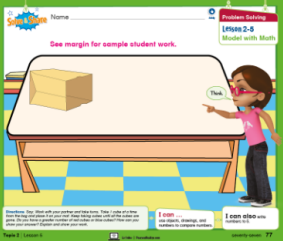
In Topic 2, students compare numbers to 5 using matching and counting strategies.

Key Vocabulary: compare, equal, group, same number as, greater than, less than, model

Topic Opener Day: This day can be used to preview [vocabulary](#), complete the Student Edition “Review What You Know”, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations).

Warm-Up	Mini-Lesson	Math Rotations Additional Resources	Share/Reflection
Lesson 1 Solve and Share:  *Workbook page 61 Vocabulary: compare, equal, group, same number as	Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video Lesson 1: Today we will compare groups to see if they are equal We do this by: Drawing lines to match	Suggestions for Lessons/Topic: Meet the teacher: - Guided/Independent Practice Pages from workbook At Your Seat: At Your Seat Folder	Topic 2 Quick Checks Folder (Alternate options below) Lesson 1 Exit ticket Suggestion: Teachers: Provide students with a picture of 5 counters in the top row, and 5 counters beneath. Ask the students to compare the sets by matching, using a pencil. Collect.

	objects • Then compare to see if they have the same number • Convince Me! *Workbook pages 62-63	Technology: • Savvas Math Tools • iReady • Monster Match • Compare Objects • Connect the Dots • Fuzz Bugs • Comparing Seesaw #1 • Comparing Seesaw #2 • Comparing Numbers (wordwall) Hands On: • Hands On Folder • enVision Center Games	
Lesson 2 Solve and Share:  *Workbook page 65 Vocabulary: greater than	Lesson 2: Today we will tell whether one group is greater than another group by comparing. We do this by: • Drawing lines to match • Compare to see which group has a greater amount • Circle the group with the greater amount • Convince Me! *Workbook pages 66-67	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 2 Exit ticket Suggestion: Students: Using a dry erase board, draw a set of 5 counters in the top row. Give the students the dry erase marker and ask them to create a set below that is greater than the given set. Ask them to show understanding by matching. Share and check with a partner.
Lesson 3 Solve and Share:	Lesson 3: Today we will tell whether one group is less than another group by comparing. We do this by: • Counting each group	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 3 Exit ticket Suggestion: Students: Using a dry erase board, draw a set of 5 counters in the top row. Give the students the dry erase marker and ask them to create a set below that is less than the given set. Ask them to show understanding by

 *Workbook page 69 Vocabulary: less than	• Writing the number that tells how many • Circling the greater number • Convince Me! *Workbook pages 70-71		matching. Share and check with a partner.
Lesson 4 Solve and Share:  *Workbook page 73 Vocabulary: no new vocabulary	Lesson 4: Today we will count to compare groups of objects. We do this by: • Counting each group • Writing the number that tells how many • Use the counting sequence to compare the numbers • Convince Me! *Workbook pages 74-75	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 4 Exit ticket Suggestion: Watch this short clip. After seeing different examples of 7, have students draw their own way to show 7 on their whiteboard.
Lesson 5 Solve and Share:  *Workbook page 77 Vocabulary: model	Lesson 5: Today we will compare numbers and objects. We do this by: • Using cubes • Drawing a picture • Use numbers • Convince Me! *Workbook pages 78-79	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 5 Exit ticket Suggestion: Show students 2 cube trains to: one with 3 and one with 5. Have them show 2 ways to compare 3 and 5.

Topic 2 Additional Resources

Number Sense:

- [Subitizing with Dots](#)
- [SPLAT!](#)
- Calendar/Number of the Day: Use a hundred chart to count to the number of the day. Use 5 frame or 10 frame to show the number of the day. Choral count to the number of the day by 1s forward and backward. Write the number, draw the number.

Songs and Read Alouds:

- Song - [Counting to 5](#)
- Song - [Subitize 1 - 5](#)
- Book - [What Comes in 2's, 3's and 4's by Suzanne Aker](#)

Math Vocabulary:

- Math Word Wall Introduce the words, place on your word wall and engage in activities for meaning:
 - hear it, see it, say it, draw it
 - Chant - clap, spell and act it out.
 - [Bingo generator](#)

Topic 3: Numbers 6-10

Big Idea: Numerals are used to represent quantities and are used constantly in everyday life

Essential Questions	Standards
- How can you show, count, and write numbers 0 to 5? - How can building and comparing sets help you compare numbers? - How can you show, count, and write numbers 6 to 9? - How can you show and compare numbers to 10?	K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Topic 3– Numbers 6-10

In **Topic 3**, students extend their understanding of number names, the counting sequence, and written numerals to 10.

Key Vocabulary: six, seven, eight, nine, ten

Topic Opener Day: This day can be used to preview [vocabulary](#), complete the Student Edition “Review What You Know”, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations).

<u>Warm-Up</u>	<u>Mini-Lesson</u>	<u>Math Rotations</u> Additional Resources	<u>Share/Reflection</u>
Lesson 1 Solve and Share:	Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video	Suggestions for Lessons/Topic: Meet the teacher: Guided/Independent Practice Pages from	Topic 3 Quick Checks Folder (Alternate options below) Lesson 1 Exit ticket Suggestion:



*Workbook page 93

Vocabulary: six, seven

Lesson 1:

Today we will count objects in groups of six and seven.

We do this by:

- Noticing that counting tells us how many objects are in a group
- Convince Me!

*Workbook pages 94-95

workbook

At Your Seat:

- [At Your Seat Folder](#)

Technology:

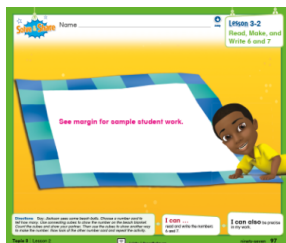
- Savvas Math Tools
- iReady
- [enVision Game Center](#)
- [Monster Match](#)
- [Compare Objects](#)
- [Connect the Dots](#)
- [Fuzz Bugs](#)
- [Count the objects](#)
- [Count fish](#)
- [Numerical Order](#)
- [Comparing Number](#)
- [Connect the Dots](#)
- [Counting Fish](#)
- [Number 6 Seesaw](#)
- [Number 7 Seesaw](#)
- [Number 8 Seesaw](#)
- [Number 9 Seesaw](#)
- [Number 10 Seesaw](#)

Hands On:

- [Hands On Folder](#)
- enVision Center Games

Students demonstrate counting objects of 6 or 7 counters.

Lesson 2 Solve and Share:



*Workbook page 97

Vocabulary:

No new vocabulary

Lesson 2: Today we will use the numbers 6 and 7 to represent groups of objects.

We do this by:

- Using a special symbol to show the number 6
- Using a special symbol to show the number 7
 - Convince Me!

*Workbook pages 98-99

Meet the teacher:

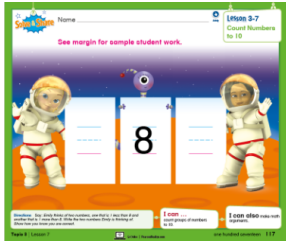
- Guided/Independent Practice Pages

At Your Seat, Technology, and Hands On see above.

Lesson 2 Exit ticket Suggestion:

Students will skywrite the numbers 6 and 7. On paper they will draw 6 counters and label the number 6. Then draw 7 counters and label the number 7.

Lesson 3 Solve and Share:  *Workbook page 101 Vocabulary: eight, nine	Lesson 3: Today we will count objects in groups of eight and nine. We do this by: - Using one to one correspondence - Noticing the last number I say is the number of objects in the group - Convince Me! *Workbook pages 102-103	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 3 Exit ticket Suggestion: With your partner, count 8 objects in the classroom. Count together from 1-8. What objects did you count? (Cubbies... chairs...)
Lesson 4 Solve and Share:  *Workbook page 105 Vocabulary: No new vocabulary	Lesson 4: Today we will use the numbers 8 and 9 to represent groups of objects. We do this by: - Noticing that numbers represent different amounts in groups - Noticing that numbers look different so they can be told apart - Convince Me! *Workbook pages 106-107	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 4 Exit ticket Suggestion: Using your dry erase board, draw 8 or 9 counters and label them with the correct number. Have your partner check your work.
Lesson 5 Solve and Share:  *Workbook page 109 Vocabulary: ten	Lesson 5: Today we will count objects in groups of ten. We do this by: - Starting with one object - Counting up by ones - Arranging counters in any order on a ten frame - Convince Me! *Workbook pages 110-111	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 5 Exit ticket Suggestion: Students will draw ten counters on a ten frame.

Lesson 6 Solve and Share:  *Workbook page 113 Vocabulary: No new vocabulary	Lesson 6: Today we will use the number 10 to represent groups of objects. We do this by: • Learning the special symbol for 10 • Writing 10 when there are ten objects in a group • Convince Me! *Workbook page 114-115	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 6 Exit ticket Suggestion: Give each student a ten frame with different colored counters. Have them show 3 ways to make 10.
Lesson 7 Solve and Share:  *Workbook page 117 Vocabulary: No new vocabulary	Lesson 7: Today we will count different groups of numbers from 0-10. We do this by: • Noticing that there is an order to numbers • Each number is one greater than the number before it • Convince Me! *Workbook pages 118-119	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 7 Exit ticket Suggestion: Write the numbers 2, 4, 3, 5 on the board. Have students write them in the correct order from least to greatest.
Lesson 8 Solve and Share:  *Workbook page 121 Vocabulary: No new vocabulary	Lesson 8: Today we will problem solve by using patterns in our counting. We do this by: • Using patterns to find different ways to make a number in two parts • Organizing my answers to see that I have every way • Convince Me! *Workbook pages 122-123	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 8 Exit ticket Suggestion: How many ways can you make 7 with yellow and red cubes?

Review and Assessment: Use these days to review topic concepts/takeaways and administer the post assessment and score with answer key

Topic 3 Additional Resources

Numbers Sense Activities:

- [Subitizing with Dots](#)
- [Splat](#)

- Calendar/ Number of the Day:

Use a hundred chart to count to Number of the day. Use 5 frame or 10 frame to show the number of the day. Choral count to the number of the day (by 1s forward and backward). Write the number, draw the number.

Picture Books/Songs:

- Song - [Subitize Country](#)
- Song - [Counting to 10](#)
- Book - Ten Black Dots by Donald Crews
- Poem - [Ten in the Bed](#)

Vocabulary:

- Math Word Wall: Intro. words and play activities like:

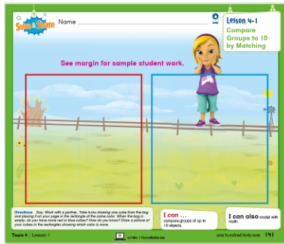
1. hear it, see it, say it, draw it
2. Chant - clap, spell and act it out.

Word Problem of the Day:

- Type: “Add to Result Unknown” problems: [Word Problem Generator - Use pictures to solve.](#)

Topic 4: Compare Numbers 0-10	
Big Idea: Compare groups of objects and numbers to determine if one number is “greater than”, “less than”, or “equal to” another number	
Essential Questions	Standards
- How can building and comparing sets help you compare numbers? - How can you show and compare numbers to 10? - How can you show, count, and write numbers 1-10?	K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).. K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

Topic 4– Compare Numbers 0-10			
In Topic 4, students compare numbers to 10 using matching and counting strategies. Key Vocabulary: review previously learned vocabulary			
Topic Opener Day: This day can be used to review previously learned vocabulary, complete the Student Edition “Review What You Know”, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations).			
<u>Warm-Up</u>	<u>Mini-Lesson</u>	<u>Math Rotations</u> Additional Resources	<u>Share/Reflection</u>
Lesson 1 Solve and Share:	Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video	Suggestions for Lessons/Topic: Meet the teacher: Guided/Independent	Topic 4 Quick Checks Folder (Alternate options below)



*Workbook page 141

Vocabulary: No new Vocabulary

Lesson 1: Today we will compare groups of up to ten objects.

We do this by:

- Lining up and directly matching objects 1:1
- Convince Me!

*Workbook pages 142-143

Practice Pages from workbook

At Your Seat:

- [At Your Seat Folder](#)

Technology:

- iReady
- Savvas math tools
- Flip Grid: Use number cards, students compare numbers using the vocabulary words greater than or less than and math talk. I know this because....
- [enVision Game Center](#)
- [Comparing Numbers](#)
- [Count the Candles](#)
- [Count Forward](#)
- [Numbers Seesaw](#)
- [Comparing Numbers Seesaw](#)

Hands On:

- [Hands On Folder](#)
- enVision Center Games

Lesson 1 Exit ticket Suggestion:
Build a cube train (between 3-10). Then compare your cube train to your partner's. Who has more? How many more?

Lesson 2 Solve and Share:



*Workbook page 145

Vocabulary: No new Vocabulary

Lesson 2: Today we will compare groups of numbers using numerals to 10.

We do this by:

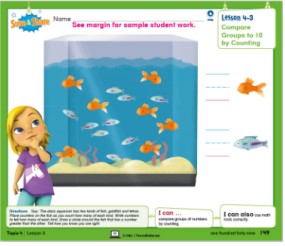
- Drawing pictures
- Using objects
- Matching objects 1:1
- Notice that the group with more is the greater number

Meet the teacher:

- Guided/Independent Practice Pages

At Your Seat, Technology, and Hands On see above.

Lesson 2 Exit ticket Suggestion:
Build a cube train with 7 cubes. Add 2 more cubes. How many cubes are there now?

	● Convince Me! *Workbook pages 146-147		
Lesson 3 Solve and Share:  *Workbook page 149 Vocabulary: No new Vocabulary	Lesson 3: Today we will compare groups of numbers by counting. We do this by: ● Counting the number of objects ● Finding where the number is in the sequence ● Determining the greater number ● Convince Me! *Workbook pages 150-151	Meet the teacher: ● Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 3 Exit ticket Suggestion: Build a number with counters on a ten frame. (between 3-10). Then compare your ten frame to your partner's. Who has more? How many more?
Lesson 4 Solve and Share:  *Workbook page 153 Vocabulary: No new Vocabulary	Lesson 4: Today we will compare two written numbers by using pictures and objects. We do this by: ● Thinking about the counting sequence ● Thinking about which number comes first as the smaller number ● Convince Me! *Workbook pages 154-155	Meet the teacher: ● Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 4 Exit ticket Suggestion: Using counters, make a model of a set that is greater than 6. Share and check with your partner.
Lesson 5 Solve and Share:	Lesson 5: Today we will count to problem solve. We do this by: ● Counting a group ● Adding one more ● Noticing that I don't have	Meet the teacher: ● Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 5 Exit ticket Suggestion: Count forward to 10 from 3, from 7, from 9.

 *Workbook page 157 Vocabulary: No new Vocabulary	to recount the group- I can count on ● Convince Me! *Workbook pages 158-159		
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 4 Additional Resources

Numbers Sense Activities:

- [SUBITIZING with dots](#)
- Subitizing on Ten Frames up to 10-[Teacher Tools for Interactive Whiteboards](#)
- [Ten Frame Flashcards](#)
- [Math Talk Pictures](#)
- Calendar/ Number of the Day:

Use a hundred chart to count to the number of the day. Use 5 frame or 10 frame to show the number of the day. Choral count to the number of the day (by 1s forward and backward). Write the number, draw the number.

Picture Books/Songs:

- [Song - Subitize rock](#)
- [Song - Numbers Song Let's Count 1-10 New Version](#)
- [Book - Ten Red Apples by Pat Hutchins](#)
- [Poem - One Two Buckle My Shoe](#)

Vocabulary:

- Math Word Wall: Intro. words and play activities like:
 1. hear it, see it, say it, draw it
 2. Chant - clap, spell and act it out.

Topic 9: Count Numbers to 20

Big Idea: Numerals are used to represent quantities and are used constantly in everyday life

Essential Questions	Standards
- How can you show, count, and write numbers 11 to 19? - How can you show, count, and write numbers to 20 and beyond?	K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Topic 9– Count Numbers to 20

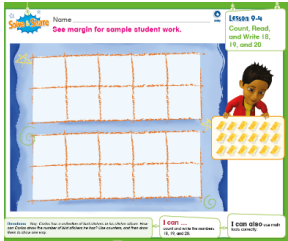
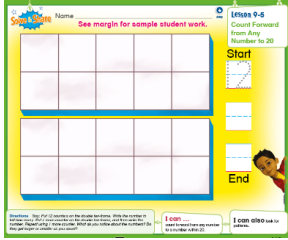
In topic 9, students extend their understanding of number names, the counting sequence, and written numerals to 20.

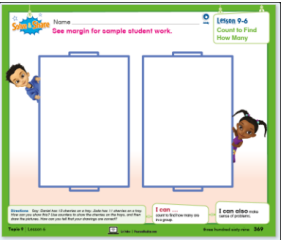
Key Vocabulary: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, row

Topic Opener Day: This day can be used to preview [vocabulary](#), complete the Student Edition “Review What You Know”, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations).

<u>Warm-Up</u>	<u>Mini-Lesson</u>	<u>Math Rotations</u> Additional Resources	<u>Share/Reflection</u>
Lesson 1 Solve and Share:  *Workbook page 349	Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video Lesson 1: Today we will count and write the numbers 11 and	Suggestions for Lessons/Topic: Meet the teacher: Guided/Independent Practice Pages from workbook	Topic 9 Quick Checks Folder (Alternate options below) Lesson 1 Exit ticket Suggestion: Divide your whiteboard into two parts. One one side write the number 11. Write 12 on the other side. Hold them up when you are ready.

Vocabulary: eleven, twelve	12. We do this by: - Counting the number of objects in a group - Using the unique symbol to write the matching number - Convince Me! *Workbook pages 350-351	At Your Seat: At Your Seat Folder Technology: - iReady - Savvas math tools - Flip Grid- teacher posts a word problem. Students explain how to solve it using pictures and numbers. enVision Game Center Numerical Order Comparing Numbers Counting to 20 Seesaw Pumpkin Counting to 20 Number Recognition to 20 Seesaw Hands On: Hands On Folder - enVision Center Games	
Lesson 2 Solve and Share:  *Workbook page 353 Vocabulary: thirteen, fourteen, fifteen	Lesson 2: Today we will count and write the numbers 13, 14, and 15. We do this by: - Counting the number of objects in a group - Using the unique symbol to write the matching number - Convince Me! *Workbook pages 354-355	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 2 Exit ticket Suggestion: Model a group of counters. Count as a group. Have students write the number.
Lesson 3 Solve and Share:	Lesson 3: Today we will count and write the numbers 16 and 17.	Meet the teacher: Guided/Independent Practice Pages	Lesson 3 Exit ticket Suggestion: On a ten frame, model the number 16. Show and count the 16 counters together. Have students write 16.

 *Workbook page 357 Vocabulary: sixteen, seventeen	We do this by: - Counting the number of objects in a group - Using the unique symbol to write the matching number - Convince Me! *Workbook pages 358-359	At Your Seat, Technology, and Hands On see above.	Collect.
Lesson 4 Solve and Share:  *Workbook page 361 Vocabulary: eighteen, nineteen, twenty	Lesson 4: Today we will count and write the numbers 18, 19, and 20. We do this by: - Counting the number of objects in a group - Using the unique symbol to write the matching number - Convince Me! *Workbook pages 362-363	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 4 Exit ticket Suggestion: With your partner, call out a number (18, 19, or 20). Write the number on your whiteboard with your partner. Then, have your partner call out a number to write.
Lesson 5 Solve and Share:  *Workbook page 365 Vocabulary: row	Lesson 5: Today we will count forward from any number within 20. We do this by: - Start at a number - Think about the counting sequence - Count on - Convince Me! *Workbook pages 366-367	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 5 Exit ticket Suggestion: On a piece of paper, write the number that comes after 12. Collect.
Lesson 6 Solve and Share:	Lesson 6:	Meet the teacher:	Lesson 6 Exit ticket Suggestion:

 *Workbook page 369 Vocabulary: No new vocabulary	Today we will count objects in different ways. We do this by: - Counting with precision - Noticing the last number tells how many - Convince Me! *Workbook pages 370-371	Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Show students 2 groups of counters. One group with 5 and one group with 12. Ask students how they can tell which group has 12.
Lesson 7 Solve and Share:  *Workbook page 373 Vocabulary: No new vocabulary	Lesson 7: Today we will use reasoning to solve a number story. We do this by: - Listening to the number story - Solve to find all of the possible solutions - Notice that if the numbers counted are different, my answer can be different too - Convince Me! *Workbook pages 374-375	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 7 Exit ticket Suggestion: How did we use reasoning to solve number stories today? Turn and talk.
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 9 Additional Resources

Numbers Sense Activities:

- [SUBITIZING with dots](#)
- Subitizing on Ten Frames up to 10-[Teacher Tools for Interactive Whiteboards](#)
- [Ten Frame Flashcards](#)
- [Math Talk Pictures](#)
- [Ten Frames](#)
- [Number Sense Activities List](#)
- Calendar/ Number of the Day:
- Use a hundred chart to count to the number of the day. Use 5 frame or 10 frame to show the number of the day. Choral count to the number

of the day(by 1s forward and backward). Write the number, draw the number.

Picture Books/Songs:

- Song- [Teen Numbers](#)
- Song- [Teen Number Rap](#)
- Book- [City By Numbers](#)
- Book- [Teeth, Tails, and Tentacles](#)

Vocabulary:

- Math Word Wall: Intro. words and play activities like:

1. hear it, see it, say it, draw it
2. Chant - clap, spell and act it out.

Topic 10: Compose and Decompose Numbers 11-19

Big Idea: Understand place value by composing and decomposing of numbers 11-19

Essential Questions	Standards
How can numbers be composed and decomposed in more than one way?	K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Topic 10– Compose and Decompose Numbers 11-19

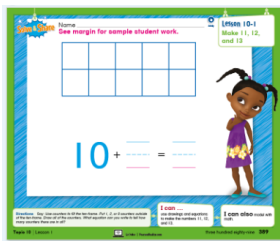
In topic 10, students compose and decompose numbers from 11-19 into ten ones and some further ones to build a foundation for understanding place value.

Key Vocabulary: How many more?

Topic Opener Day: This day can be used to preview [vocabulary](#), complete the Student Edition “Review What You Know”, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations).

Lesson 10-7 has been removed from the pacing for this topic, as its content will be addressed during Topic 11. Please use the additional day to work with students on all numbers 11-19, reinforcing the lessons taught prior to reviewing and assessing.

<u>Warm-Up</u>	<u>Mini-Lesson</u>	<u>Math Rotations</u> Additional Resources	<u>Share/Reflection</u>
Lesson 1 Solve and Share:	Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video Lesson 1:	Suggestions for Lessons/Topic: Meet the teacher: Guided/Independent Practice Pages from	Topic 10 Quick Checks Folder (Alternate options below) Lesson 1 Exit ticket Suggestion: Show 12 on a ten frame as 10 and some more. Share with your partner.



*Workbook page 389

Vocabulary: How many more?

Today we will use drawing and equations to make the numbers 11, 12, and 13.

We do this by:

- Building 10 on a ten frame
- Adding more until I get 11, 12, or 13
- Convince Me!

*Workbook pages 390-391

workbook

At Your Seat:

- [At Your Seat Folder](#)

Technology:

- iReady
- Savvas math tools
- [enVision Game Center](#)
- [Okta's Rescue](#)
- [Ten Frame to 20 Match Up](#)
- [Teen Number Match Seesaw](#)
- [Groups of 10 SeeSaw](#)
- [Composing Teen Numbers Seesaw](#)
- [Composing Teen Numbers with Ten Frames Seesaw](#)
- [I See Winter Book \(compose teen numbers\)](#)
- [Teen Number \(wordwall\)](#)
- [Teen Number Match \(wordwall\)](#)

Hands On:

- [Hands On Folder](#)
- enVision Center Games

Lesson 2 Solve and Share:



*Workbook page 393

Vocabulary: No new vocabulary

Lesson 2:

Today we will use drawing and equations to make the numbers 14, 15, and 16.

We do this by:

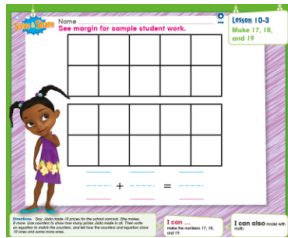
- Building 10 on a ten frame
- Adding more until I get 14, 15, or 16
- Convince Me!

*Workbook pages 394-395

At Your Seat, Technology, and Hands On see above.

Lesson 2 Exit ticket Suggestion:

Choose a number (14, 15, 16). Build on a ten frame. Have your partner count.

Lesson 3 Solve and Share:

*Workbook page 397

Vocabulary: No new vocabulary

Lesson 3:

Today we will use drawing and equations to make the numbers 17, 18, and 19.

We do this by:

- Building 10 on a ten frame
- Adding more until I get 17, 18, or 19
- Convince Me!

*Workbook pages 398-399

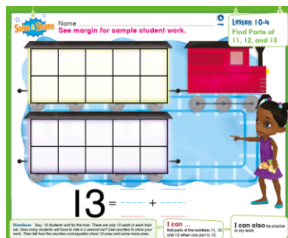
Meet the teacher:

- Guided/Independent Practice Pages

At Your Seat, Technology, and Hands On see above.

Lesson 3 Exit ticket Suggestion:

With your partner, describe and demonstrate how you can show 17, 18, or 19 as ten ones and some more ones. Your partner will describe and demonstrate a different number.

Lesson 4 Solve and Share:

*Workbook page 401

Vocabulary: No new vocabulary

Lesson 4:

Today we will find parts of the numbers 11, 12, and 13 when one part is 10.

We do this by:

- Using objects or an equation to show the number in two groups
- Make a group of ten and a group of some more ones
- Convince Me!

*Workbook pages 402-403

Meet the teacher:

- Guided/Independent Practice Pages

At Your Seat, Technology, and Hands On see above.

Lesson 4 Exit ticket Suggestion:

Show students a cube train of 10. Ask how many more ones are needed to make 13. Have students share how they solved.

Lesson 5 Solve and Share:

*Workbook page 405

Vocabulary: No new vocabulary

Lesson 5:

Today we will find parts of the numbers 14, 15, and 16 when one part is 10.

We do this by:

- Using objects or an equation to show the number in two groups
- Make a group of ten and a group of some more ones
- Convince Me!

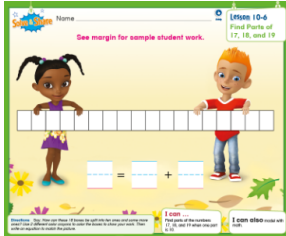
Meet the teacher:

- Guided/Independent Practice Pages

At Your Seat, Technology, and Hands On see above.

Lesson 5 Exit ticket Suggestion:

Turn and talk about how we think about 14 as 10 ones and more ones.

	*Workbook pages 406-407		
Lesson 6 Solve and Share:  *Workbook page 409 Vocabulary: No new vocabulary	Lesson 6: Today we will find parts of the numbers 17, 18, and 19 when one part is 10. We do this by: - Using objects or an equation to show the number in two groups - Make a group of ten and a group of some more ones - Convince Me! *Workbook pages 410-411	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 6 Exit ticket Suggestion: On your whiteboard, write an equation to show 17.
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 10 Additional Resources

Numbers Sense Activities:

- [SUBITIZING with dots](#)
- Subitizing on Ten Frames up to 10-[Teacher Tools for Interactive Whiteboards](#)
- [Ten Frame Flashcards](#)
- [Math Talk Pictures](#)
- [Ten Frames](#)
- [Number Sense Activities List](#)

Picture Books/Songs:

- Song- [Teen Numbers](#)
- Song- [Teen Number Rap](#)
- Book- [City By Numbers](#)
- Book- [Teeth, Tails, and Tentacles](#)

Vocabulary:

- Math Word Wall: Intro. words and play activities like:
 1. hear it, see it, say it, draw it
 2. Chant - clap, spell and act it out.

Topic 5: Classify and Count Data

Big Idea: Classify, count, and sorts objects into categories and then compare the objects in each category

Essential Questions

Standards

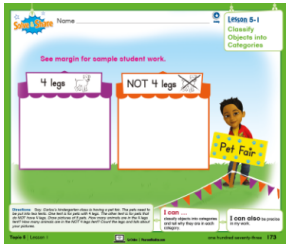
- How does sorting help you display information? - How can using objects help me determine if a number is greater than, less than, or equal to	K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals. K.DL.A.1 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10)
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Topic 5—Classify and Count Data

In **Topic 5**, students classify objects into categories. They count and compare the number of objects in each category.

Key Vocabulary: category, classify, chart, tally mark

Topic Opener Day: This day can be used to preview [vocabulary](#), complete the Student Edition “Review What You Know”, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations).

<u>Warm-Up</u>	<u>Mini-Lesson</u>	<u>Math Rotations</u> Additional Resources	<u>Share/Reflection</u>
Lesson 1 Solve and Share:  *Workbook page 173 Vocabulary: category, classify	Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video Lesson 1: Today we will sort and classify objects into categories. We do this by: - Grouping things by what they have in common - Convince Me!	Suggestions for Lessons/Topic: Meet the teacher: - Guided/Independent Practice Pages from workbook At Your Seat: At Your Seat Folder Technology: - Savvas math tools - iReady enVision Game Center Fuzz Bugs- counting sorting	Topic 5 Quick Checks Folder (Alternate options below) Lesson 1 Exit ticket Suggestion: Show a group of objects. Have partners turn and talk about how they would sort their objects.

	*Workbook pages 174-175	comparing • Dino sorting • Count and Graph Seesaw • Sort by Color • Shape Sort Seesaw Hands On: • Hands On Folder • enVision Center Games	
Lesson 2 Solve and Share:  *Workbook page 177 Vocabulary: chart, tally mark	Lesson 2: Today we will count and classify objects into categories and label with numbers. We do this by: • Sorting objects into two groups • Count each category • Write the number for each category • Convince Me! *Workbook pages 178-179	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 2 Exit ticket Suggestion: Draw a group of circles. Count them and label with a number. Draw a group of squares. Count them and label with a number. Have your partner check your work.
Lesson 3 Solve and Share:  *Workbook page 181 Vocabulary: No new vocabulary	Lesson 3: Today we will sort objects and count the groups. We will then compare the number of objects in each category. We do this by: • Counting the number of objects in each category • Knowing that the number that comes later when i count is greater • Convince Me! *Workbook pages 182-183	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 3 Exit ticket Suggestion: Whole class discussion: Share two groups of sorted objects. Count together. Label each group with a number. How can we compare these numbers?
Lesson 4 Solve and Share:	Lesson 4: Today we will	Meet the teacher:	Lesson 4 Exit ticket Suggestion:

 *Workbook page 185 Vocabulary: No new vocabulary	use our problem solving skills and explain our thinking. We do this by: • Solve to see if the answers match • Using number words • Using pictures • Convince Me! *Workbook pages 186-187	• Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Draw 5 counters and label the group with the number 6. Ask students if your number makes sense. Have them turn and talk.
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 12: Identify and Describe Shapes

Big Idea: Identify, name, and describe shapes

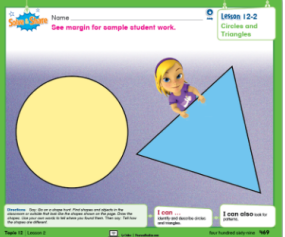
Essential Questions	Standards
- How can you identify, name, and describe two-dimensional shapes? - How can identifying and describing shapes help you sort them?	K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. K.G.A.2 Correctly name shapes regardless of their orientations or overall size K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). K.DL.A.1 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10)

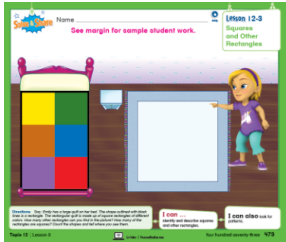
Topic 12–Identify and Describe Shapes

In topic 12, students identify and describe basic two- and three- dimensional shapes. They describe the relative position of shapes.
Key Vocabulary: sort, two-dimensional shape (flat), three-dimensional shape (solid), circle, triangle, side, vertex, vertices, rectangle, square, hexagon, cube, cylinder, cone, sphere, in front of, behind, next to, above, below, beside

Topic Opener Day: This day can be used to preview [vocabulary](#), complete the Student Edition “Review What You Know”, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations).

<u>Warm-Up</u>	<u>Mini-Lesson</u>	<u>Math Rotations</u> Additional Resources	<u>Share/Reflection</u>
Lesson 1 Solve and Share:  *Workbook page 465 Vocabulary:	Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video Lesson 1: Today we will study and name flat and solid shapes.	Suggestions for Lessons/Topic: Meet the teacher: Guided/Independent Practice Pages from workbook At Your Seat:	Topic 12 Quick Checks Folder (Alternate options below) Lesson 1 Exit ticket Suggestion: Choose a shape from today’s lesson. With your partner, use what you have learned today to explain why your shape is flat or solid.

sort, two- dimensional shape (flat), three- dimensional shape (solid)	We do this by: - Thinking about solid objects in our environment - Explaining how flat objects are different from these solid objects - Convince Me! *Workbook pages 466-467	At Your Seat Folder Technology: - Savvas math tools - iReady - Bunce - draw each shape to make a vocabulary book. enVision Game Center Memory Shape Match Shape Construction Peg + Cat 3D Shape Seesaw 2D Shape Seesaw Shape Pizza Seesaw Creating with Shapes Seesaw Glow Shapes Seesaw Scratch and Say Shape Seesaw Positional Words Seesaw 2D and 3D Shapes (wordwall) Shape Match (wordwall) Hands On: Hands On Folder - enVision Center Games	
Lesson 2 Solve and Share:  *Workbook page 469 Vocabulary: circle, triangle, side, vertex/vertices (corner)	Lesson 2: Today we will identify and describe flat figures: circles and triangles. We do this by: - Describing the shape - Looking for patterns - Convince Me! *Workbook pages 470-471	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 2 Exit ticket Suggestion: Divide your whiteboard into two parts. Draw a triangle on one side and a circle on the other. Circle the vertices.

Lesson 3 Solve and Share:  *Workbook page 473 Vocabulary: rectangle, square	Lesson 3: Today we will identify and describe more flat figures: squares and other rectangles. We do this by: • Describing the shape • Looking for patterns • Convince Me! *Workbook pages 474-475	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 3 Exit ticket Suggestion: How can you identify and name squares? Use vocabulary from the word wall to explain. Turn and talk. Sentence Starter: “I know this is a square because...”
Lesson 4 Solve and Share:  *Workbook page 477 Vocabulary: hexagon	Lesson 4: Today we will identify and describe another flat figure: hexagons. We do this by: • Studying groups of shapes. • Looking for patterns. • Naming a hexagon. • Convince Me! *Workbook pages 478-479	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 4 Exit ticket Suggestion: With your partner, complete this sentence: “Every hexagon has...”
Lesson 5 Solve and Share:  *Workbook page 481 Vocabulary: cube, cylinder, cone, sphere	Lesson 5: Today we will identify and describe solid figures: sphere, cube, cylinder, cone We do this by: • Using what I already know about solid shapes in my environment • Using patterns • Convince Me! *Workbook pages 482-483	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 5 Exit ticket Suggestion: Choose a shape. Name the shape then complete this sentence: “Every (name the shape) has...”

Lesson 6 Solve and Share:  *Workbook page 485 Vocabulary: in front of, behind, next to, above, below, beside	Lesson 6: Today we will use shape names and position words to describe shapes. We do this by: • Saying the name of the shape • Describing its position • Convince Me! *Workbook pages 486-487	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 6 Exit ticket Suggestion: Make a shape that is a triangle. Make a shape that is not a triangle. Collect
Lesson 7 Solve and Share:  *Workbook page 489 Vocabulary: No new vocabulary	Lesson 7: Today we will use position words to problem solve. We do this by: • Explaining our answers to show our math ideas are clear. • Convince Me! *Workbook pages 490-491	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 7 Exit ticket Suggestion: Choose an object in the classroom. With your partner, use position words to describe the location of the object. Have your partner find it.
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Unit 12 Additional Resources

- [SUBITIZING with dots](#)
- Subitizing on Ten Frames up to 10-[Teacher Tools for Interactive Whiteboards](#)
- [Ten Frame Flashcards](#)
- [Math Talk Pictures](#)
- [Ten Frames](#)
- [Number Sense Activities List](#)
- Calendar/ Number of the Day:
- Use a hundred chart to count to the number of the day. Use 5 frame or 10 frame to show the number of the day. Choral count to the number of the day(by 1s forward and backward). Write the number, draw the number.

Picture Books/Songs:

- [Song - The Singing Walrus](#)
- [Song - Shapes](#)
- [Numbers Song Let's Count 1-10 New Version Book - Mouse Shapes, by Ellen Walsh](#)
- [Book - The Greedy Triangle](#)
- [Book - Circus Shapes](#)
- [Book- Ship Shapes](#)
- [Book- Shapes That Roll](#)
- [Song- 3D Shapes](#)
- [Song- 2D Shapes](#)

Topic 13: Analyze, Compare, and Create Shapes

Big Idea: Analyze, compare, and create shapes

Essential Questions	Standards
- How can you identify, name, and describe two-dimensional shapes? - How can identifying and describing shapes help you sort them?	K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. K.G.B.6 Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?” K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Topic 13– Analyze, Compare, and Create Shapes

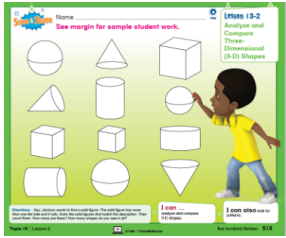
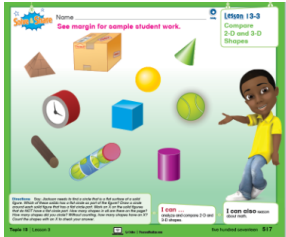
In **Topic 13**, students analyze, compare, and create two- and three- dimensional shapes based on their attributes.

Key Vocabulary: roll, stack, slide

Topic Opener Day: This day can be used to preview [vocabulary](#), complete the Student Edition “Review What You Know”, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations).

<u>Warm-Up</u>	<u>Mini-Lesson</u>	<u>Math Rotations</u>	<u>Share/Reflection</u>
		Additional Resources	

Lesson 1 Solve and Share:  *Workbook page 509 Vocabulary: No new vocabulary	Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video Lesson 1: Today we will compare 2-D shapes by their attributes. We do this by: - Studying the number of sides and vertices - Naming the shape - Convince Me! *Workbook pages 510-511	Suggestions for Lessons/Topic: Meet the teacher: - Guided/Independent Practice Pages from workbook At Your Seat: At Your Seat Folder Technology: - Savvas math tools - iReady - Bunce - draw each shape to make a vocabulary book. enVision Game Center Memory Shape Match Shape Construction Peg + Cat Creating with Shapes Seesaw Glow Shapes Seesaw Scratch and Say Shape Seesaw Positional Words Seesaw Compose Shapes Seesaw Compose Shapes (wordwall) Hands On: Hands On Folder - enVision Center Games	Topic 13 Quick Checks Folder (Alternate options below) Lesson 1 Exit ticket Suggestion: Think of a 2-D shape. Describe attributes of that shape to your partner. See if they can guess your shape using your clues.
Lesson 2 Solve and Share:	Lesson 2: Today we will study the attributes of 3-D shapes that allow them to roll, stack, and slide.	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and	Lesson 2 Exit ticket Suggestion: Think of a 3-D shape. Describe attributes of that shape to your partner. See if they can guess your shape using your clues.

 *Workbook page 513 Vocabulary: roll, stack, slide	We do this by: - Identifying shapes that can roll as cylinder, sphere, cone - Identifying shapes that can stack as a cylinder, cube, or, cone - Identifying shapes that can slide as a cube, cone, or cylinder. - Convince Me! *Workbook pages 514-515	Hands On see above.	
Lesson 3 Solve and Share:  *Workbook page 517 Vocabulary: flat surface	Lesson 3: Today we will compare 2-D shapes and 3-D shapes. We do this by: - Finding 2-D shapes on the flat surfaces of 3-D shapes - Convince Me! *Workbook pages 518-519	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 3 Exit ticket Suggestion: Hold up a 3-D shape. Have students draw a 2-D shape in the flat surface.
Lesson 4 Solve and Share:  *Workbook page 521 Vocabulary: No new vocabulary	Lesson 4: Today we will problem solve by using what we have learned about flat and solid shapes. We do this by: - Using clues to eliminate choices - Checking that the remaining choice fits the clues - Convince Me! *Workbook pages 522-523	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 4 Exit ticket Suggestion: Tell your partner two objects you know that are spheres. “I know ____ is a sphere because...”
Lesson 5 Solve and Share:	Lesson 5: Today we will use flat shapes to make	Meet the teacher: Guided/Independent	Lesson 5 Exit ticket Suggestion: Using 2-D shapes, design a flower

 *Workbook page 525 Vocabulary: No new vocabulary	new 2-D shapes. We do this by: • Putting the sides of 2-D shapes together • Convince Me! *Workbook pages 526-527	Practice Pages At Your Seat, Technology, and Hands On see above.	and share with your partner.
Lesson 6 Solve and Share:  *Workbook page 529 Vocabulary: No new vocabulary	Lesson 6: Today we will use what we know about 2-D shape attributes to help us build shapes correctly. We do this by: • Naming attributes • Building a shape that has those attributes • Convince Me! *Workbook pages 530-531	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 6 Exit ticket Suggestion: Turn and talk about how a circle and square are different.
Lesson 7 Solve and Share:  *Workbook page 533 Vocabulary: No new vocabulary	Lesson 7: Today we will use 3-D shapes that can stack and roll to help us build new shapes. We do this by: • Using flat surfaces to stack shapes • Convince Me! *Workbook pages 534-535	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 7 Exit ticket Suggestion: Pick two 3-D shapes. Use what you know about how shapes can stack and roll to create a new 3-D shape.
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Unit 13 Additional Resources

Number Sense/ Reasoning Activities:

- [SUBITIZING with dots](#)
- Subitizing on Ten Frames up to 10-[Teacher Tools for Interactive Whiteboards](#)
- [Ten Frame Flashcards](#)
- [Math Talk Pictures](#)
- [Ten Frames](#)
- [Number Sense Activities List](#)
- Calendar/ Number of the Day:
- Use a hundred chart to count to the number of the day. Use 5 frame or 10 frame to show the number of the day. Choral count to the number of the day(by 1s forward and backward). Write the number, draw the number.

Picture Books/Songs:

- [Song - The Singing Walrus](#)
- [Song - Shapes](#)
- [Numbers Song Let's Count 1-10 New Version Book - Mouse Shapes, by Ellen Walsh](#)
- [Book - The Greedy Triangle](#)
- [Book - Circus Shapes](#)
- [Book- Ship Shapes](#)
- [Book- Shapes That Roll](#)
- [Song- 3D Shapes](#)
- [Song- 2D Shapes](#)

Topic 11: Count Numbers to 100

Big Idea: Extending the number names and counting sequence to 100

Essential Questions	Standards
- How can counting by tens help me count to a large number like 100? - How do I count forward from any number to a given number?	K.CC.A.1 Count to 100 by ones and tens K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Topic 11– Count Numbers to 100

In topic 11, students extend their understanding of the counting sequence to 100. They count by tens and by ones from any number up to 100.

Key Vocabulary: column, ones, pattern, tens, decade, hundred chart

Topic Opener Day: This day can be used to preview [vocabulary](#), complete the Student Edition “Review What You Know”, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations).

<u>Warm-Up</u>	<u>Mini-Lesson</u>	<u>Math Rotations</u> Additional Resources	<u>Share/Reflection</u>
Lesson 2 Solve and Share:  *Workbook page 437 Vocabulary: No new vocabulary	Lesson 2: Today we will use patterns to count to 50. We do this by: - Using a number chart to see how number patterns repeat - Convince Me! *Workbook pages 438-439	Suggestions for Lessons/Topic: Meet the teacher: - Guided/Independent Practice Pages from workbook At Your Seat: At Your Seat Folder Technology:	Topic 11 Quick Checks Folder (Alternate options below) Lesson 2 Exit ticket Suggestion: Hide a number on the hundred chart. Have your partner figure out the number by using number patterns.

		• iReady • Savvas math tools • enVision Game Center • 100 Chart missing number • Count to 100 • Counting by Tens Google Slide Activity • Counting by 10's Seesaw • Counting by 10's Hidden Picture Seesaw • Hundreds Chart Mystery Picture Seesaw • Counting by 10 (wordwall) Hands On: • Hands On Folder • enVision Center Games	
Lesson 3 Solve and Share:  *Workbook page 441 Vocabulary: decade, hundreds chart	Lesson 3: Today we will count by tens to 100. We do this by: • Use a 100 chart to count down the 10 column • Only say the numbers for the groups of 10 as I count 10 each time: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 • Convince Me! *Workbook pages 442-443	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 3 Exit ticket Suggestion: Start at 10. With your partner, count by tens on the hundred chart using the pattern you learned about today.
Lesson 4 Solve and Share:	Lesson 4: Today we will count by ones to 100 We do this by: • Using a number chart to keep track as I count	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 4 Exit ticket Suggestion: Pick a number on the hundred chart. Count on by ones.

*Workbook page 445 Vocabulary: No new vocabulary	- Using counting patterns on my number chart to count - Convince Me! *Workbook pages 446-447		
Lesson 5 Solve and Share: *Workbook page 449 Vocabulary: No new vocabulary	Lesson 5: Today we will problem solve by using a hundred chart. We do this by: - Using patterns of counting in different ways. - Convince Me! *Workbook pages 450-451	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 5 Exit ticket Suggestion: What pattern did you use on the hundred chart today? Turn and talk.
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 11 Additional Resources

Numbers Sense Activities:

- [SUBITIZING with dots](#)
- Subitizing on Ten Frames up to 10-[Teacher Tools for Interactive Whiteboards](#)
- [Ten Frame Flashcards](#)
- [Math Talk Pictures](#)
- [Ten Frames](#)
- [Number Sense Activities List](#)
- Calendar/ Number of the Day:
- Use a hundred chart to count to the number of the day. Use 5 frame or 10 frame to show the number of the day. Choral count to the number of the day(by 1s forward and backward). Write the number, draw the number.

Songs and Books:

- Song: [Count to 50 by ones](#)

- Song: [The Singing Walrus counts to 100 by 10s](#)
- Song: [Counting by 10s](#)
- Book: [One is a snail ten is a crab](#)
- Book: [100 Hungry Ants](#)
- Book: [100 Things that Make Me Happy](#)

Vocabulary:

- Math Word Wall: Intro. words and play activities like:
 1. hear it, see it, say
it, draw it
 2. Chant - clap, spell and act it out.

Topic 6: Understand Addition

Big Idea: Addition can be represented using a variety of different approaches

Essential Questions	Standards
- How can you show addition? - How can addition be represented in different ways?	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. K.OA.A.1 Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. K.OA.A.5 Demonstrate fluency for addition and subtraction within 5.

Topic 6– Understand Addition

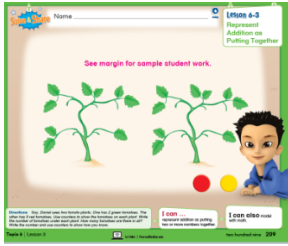
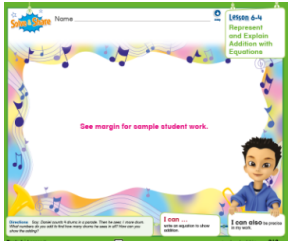
In Topics 6–8, students develop an understanding of addition and subtraction by representing the operations in different ways. They decompose numbers to 10 in more than one way.

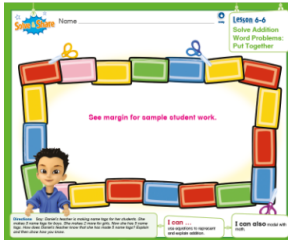
Key Vocabulary: join, in all, part, whole, number sentence, add, plus sign, equal sign, equation, sum

Topic Opener Day: This day can be used to preview [vocabulary](#), complete the Student Edition “Review What You Know”, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations).

<u>Warm-Up</u>	<u>Mini-Lesson</u>	<u>Math Rotations</u> Additional Resources	<u>Share/Reflection</u>
Lesson 1 Solve and Share:	Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning	Suggestions for Lessons/Topic: Meet the teacher:	Topic 6 Quick Checks Folder (Alternate options below) Lesson 1 Exit ticket Suggestion:

 *Workbook page 201 Vocabulary: join, in all, part, whole	Animation Plus Video Lesson 1: Today we will find the total number of objects in two groups. We do this by: • Writing sentences • Drawing pictures • Using objects • Using fingers • Convince Me! *Workbook pages 202-203	• Guided/Independent Practice Pages from workbook At Your Seat: • At Your Seat Folder Technology: • iReady • Savvas math tools • enVision Game Center • Addition with Pictures • Jet Ski Addition • Marble addition • Addition Sort Seesaw • Unifix Cube Addition Seesaw • Butterfly Addition Seesaw • Addition (wordwall) • Addition 5 Frames (wordwall) Hands On: • Hands On Folder • enVision Center Games	How can you find the total number of objects in 2 groups? Turn and talk to your partner about the strategy you chose.
Lesson 2 Solve and Share:  *Workbook page 205 Vocabulary: addition sentence	Lesson 2: Today we will add the number of objects in one group to another group in order to find the total. We do this by: • Adding groups of connecting cubes • Convince Me! *Workbook pages 206-207	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 2 Exit ticket Suggestion: Show students two groups of objects. Have them find the total by using one collecting cubes.
Lesson 3 Solve and Share:	Lesson 3: Today we will use the addition strategy called	Meet the teacher: • Guided/Independent Practice Pages	Lesson 3 Exit ticket Suggestion: Show students two groups of objects. Have students find and write the total

 *Workbook page 209 Vocabulary: No new vocabulary	“putting together.” We do this by: - Finding the number of objects in each group - Putting them together to find the total - Convince Me! *Workbook pages 210-211	At Your Seat, Technology, and Hands On see above.	by using one of the strategies. Collect.
Lesson 4 Solve and Share:  *Workbook page 213 Vocabulary: add, plus sign, equal sign, equation, sum	Lesson 4: Today we will write an addition equation as a way to show addition. We do this by: - Using + and = to show parts of a whole added together - Convince Me! *Workbook pages 214-215	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 4 Exit ticket Suggestion: With your fingers, show me the symbol for addition.
Lesson 5 Solve and Share:  *Workbook page 217 Vocabulary: No new vocabulary	Lesson 5: Today we will solve “add to” addition word problems. We do this by: - Trying strategies: *using objects *drawing pictures *using fingers *acting out *writing an equation - Convince Me! *Workbook pages 218-219	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 5 Exit ticket Suggestion: Choose the strategy that works best for you. Turn and talk to your partner about why you chose this strategy.
Lesson 6 Solve and Share:	Lesson 6:	Meet the teacher:	Lesson 6 Exit ticket Suggestion:

 *Workbook page 221 Vocabulary: No new vocabulary	Today we will solve “put together” addition word problems. We do this by: • Trying strategies: *using objects *drawing pictures *using fingers *acting out *writing an equation • Convince Me! *Workbook pages 222-223	• Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Show students 2 groups of objects and ask them to demonstrate “adding to” with their partner.
Lesson 7 Solve and Share:  *Workbook page 225 Vocabulary: No new vocabulary	Lesson 7: Today we will begin solving addition problems with fluency. We do this by: • Adding in any order • Noticing as one number increases the other number decreases • Convince Me! *Workbook pages 226-227	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 7 Exit ticket Suggestion: On whiteboards, have students solve $3 + 2$
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 6 Additional Resources

Numbers Sense Activities:

- [SUBITIZING with dots](#)
- Subitizing on Ten Frames up to 10-[Teacher Tools for Interactive Whiteboards](#)
- [Ten Frame Flashcards](#)
- [Math Talk Pictures](#)
- [Ten Frames](#)
- [Number Sense Activities List](#)
- Calendar/ Number of the Day:

- Use a hundred chart to count to the number of the day. Use 5 frame or 10 frame to show the number of the day. Choral count to the number of the day (by 1s forward and backward). Write the number, draw the number.

Picture Books/Songs:

- Song- [Adding with a Pirate](#)
- Song- [Addition Song](#)
- Book - [Animals on Board](#)
- Book- [Mission: Addition](#)

Vocabulary:

- Math Word Wall: Intro. words and play activities like:

1. hear it, see it, say

it, draw it

2. Chant - clap,

spell and act it out.

Topic 7: Understand Subtraction	
Big Idea: Subtraction can be represented using a variety of different approaches	
Essential Questions	Standards
● How can you show subtraction? ● How can subtraction be represented in different ways?	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. K.OA.A.1 Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings², sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. K.OA.A.5 Demonstrate fluency for addition and subtraction within 5.

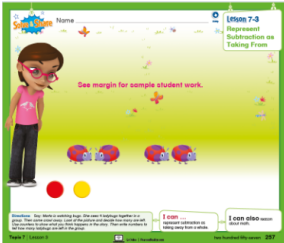
Topic 7– Understand Subtraction

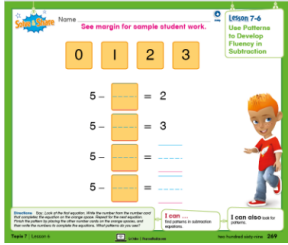
In **Topics 6–8**, students develop an understanding of addition and subtraction by representing the operations in different ways. They decompose numbers to 10 in more than one way.

Key Vocabulary: left, separate, difference, subtract, minus sign

Topic Opener Day: This day can be used to preview [vocabulary](#), complete the Student Edition “Review What You Know”, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations).

<u>Warm-Up</u>	<u>Mini-Lesson</u>	<u>Math Rotations</u> <u>Additional Resources</u>	<u>Share/Reflection</u>
Lesson 1 Solve and Share:  *Workbook page 249 Vocabulary: left	Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video Lesson 1: Today we will explore different ways to represent subtraction. We do this by: • Drawing pictures • Other drawings • Objects • Fingers • Acting out • Convince Me! *Workbook pages 250-251	Suggestions for Lessons/Topic: Meet the teacher: • Guided/Independent Practice Pages from workbook At Your Seat: • At Your Seat Folder Technology: • iReady • Savvas math tools • Buncee - post subtraction problems. Students solve problems with stickers/pictures. • enVision Game Center • Balloon Pop • Duck Subtraction • Island Subtraction • Subtraction Seesaw • Subtraction Pictures Seesaw • Cupcake Subtraction Seesaw • Subtraction (wordwall)	Topic 7 Quick Checks Folder (Alternate options below) Lesson 1 Exit ticket Suggestion: What was your favorite strategy today? Turn and talk.

		Subtraction Match (wordwall) Hands On: Hands On Folder - enVision Center Games	
Lesson 2 Solve and Share:  *Workbook page 253 Vocabulary: separate	Lesson 2: Today we will represent subtraction as taking apart. We do this by: Take a number apart by separating it into smaller parts. *Workbook pages 254-255	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 2 Exit ticket Suggestion: Start with 8 cubes. Break it apart. Put it back together and break apart again.
Lesson 3 Solve and Share:  *Workbook page 257 Vocabulary: subtraction sentence, take away	Lesson 3: Today we will represent subtraction as taking from. We do this by: - Noticing the part that leaves the story is the part that is taken away from the whole group - Convince Me! *Workbook pages 258-259	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 3 Exit ticket Suggestion: Share a “taking from” word problem with the class. Have the students turn and talk about which part is the part that is taken away from the whole group.
Lesson 4 Solve and Share:  *Workbook page 261	Lesson 4: Today we will represent subtraction with equations. We do this by: - Using - and = to show what is left after some are taken away - Convince Me!	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 4 Exit ticket Suggestion: Say a subtraction sentence aloud. Have students write on their whiteboards. Hold them up.

Vocabulary: difference, subtract, minus sign	*Workbook pages 262-263		
Lesson 5 Solve and Share:  *Workbook page 265 Vocabulary: No new vocabulary	Lesson 5: Today we will solve subtraction word problems by taking from and apart. We do this by: • Drawing pictures • Other drawings • Objects • Fingers • Acting out • Convince Me! *Workbook pages 266-267	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 5 Exit ticket Suggestion: Share a word problem with the class. Have them solve. Collect.
Lesson 6 Solve and Share:  *Workbook page 269 Vocabulary: No new vocabulary	Lesson 6: Today we will begin solving subtraction problems with fluency. We do this by: • Notice that as the number I am taking away goes up, the difference goes down • Notice that there are pairs of subtraction equations that have the same numbers in a different order (ex: $5-0=5$ and $5-5=0$) • Convince Me! *Workbook pages 270-271	Meet the teacher: • Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 6 Exit ticket Suggestion: What pattern did you learn about today when solving subtraction problems? Turn and talk.
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 7 Additional Resources

Numbers Sense Activities:

- [SUBITIZING with dots](#)
- Subitizing on Ten Frames up to 10-[Teacher Tools for Interactive Whiteboards](#)
- [Ten Frame Flashcards](#)
- [Math Talk Pictures](#)
- [Ten Frames](#)
- [Number Sense Activities List](#)
- Calendar/ Number of the Day:
- Use a hundred chart to count to the number of the day. Use 5 frame or 10 frame to show the number of the day. Choral count to the number of the day(by 1s forward and backward). Write the number, draw the number.

Picture Books/Songs:

- Book- [Deductive Duck](#)
- Book- [Pigeon Math](#)
- Book- [Monster Musical Chairs](#)
- Song- [Monkey Math](#)
- Song- [Donut Mystery](#)
- Song- [Subtraction Song](#)

Vocabulary:

- Math Word Wall: Intro. words and play activities like:
 1. hear it, see it, say it, draw it
 2. Chant - clap, spell and act it out.

Topic 8: More Addition and Subtraction

Big Idea: Addition and subtraction can be represented using a variety of different approaches

Essential Questions	Standards
- How can you show addition? - How can you show subtraction? - How can using objects help me find the answer to addition and subtraction equations?	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.OA.A.1 Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. K.OA.A.5 Demonstrate fluency for addition and subtraction within 5.

Topic 8– More Addition and Subtraction

In Topics 6–8, students develop an understanding of addition and subtraction by representing the operations in different ways. They decompose numbers to 10 in more than one way.

Key Vocabulary: break apart, operation

Topic Opener Day: This day can be used to preview [vocabulary](#), complete the Student Edition “Review What You Know”, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations).

<u>Warm-Up</u>	<u>Mini-Lesson</u>	<u>Math Rotations</u> Additional Resources	<u>Share/Reflection</u>
Lesson 1 Solve and Share:	Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video	Suggestions for Lessons/Topic: Meet the teacher: Guided/Independent Practice Pages from	Topic 8 Quick Checks Folder (Alternate options below) Lesson 1 Exit ticket Suggestion: Write a word problem on the board.



*Workbook page 293

Vocabulary: break apart

Lesson 1:

Today we will solve word problems where parts are unknown.

We do this by:

- Writing an equation in a new way
- Convince Me!

*Workbook pages 294-295

workbook

At Your Seat:

- [At Your Seat Folder](#)

Technology:

- iReady
- Savvas math tools
- [enVision Game Center](#)
- [Molly adds and subtracts](#)
- [Addition with Pictures](#)
- [Jet Ski Addition](#)
- [Marble addition](#)
- [Balloon Pop](#)
- [Duck Subtraction](#)
- [Island Subtraction](#)
- [Missing Parts of 10 Seesaw](#)
- [Related Facts Seesaw \(difficult\)](#)
- [Making 5 and 6 Seesaw](#)
- [Making 10 Seesaw](#)

Hands On:

- [Hands On Folder](#)
- enVision Center Games

Have students turn and talk about how they would solve the word problem.

Lesson 4 Solve and Share:



*Workbook page 305

Vocabulary: No new vocabulary

Lesson 4:

Today we will practice fluently solving facts within five.

We do this by:

- Using related facts
- Making a drawing
- Using objects
- Counting on
- Counting back
- Convince Me!

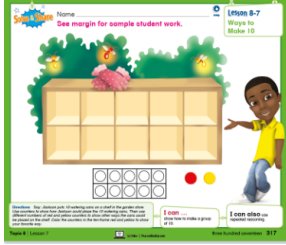
Meet the teacher:

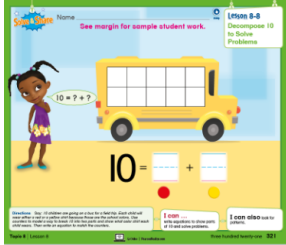
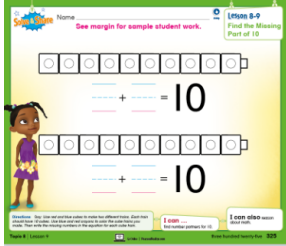
- Guided/Independent Practice Pages

At Your Seat, Technology, and Hands On see above.

Lesson 4 Exit ticket Suggestion:

Write facts within 5 one at a time. Have students solve and hold up their whiteboards for observation.

	*Workbook pages 306-307		
Lesson 5 Solve and Share:  *Workbook page 309 Vocabulary: No new vocabulary	Lesson 5: Today we will solve word problems with sums of 6 and 7. We do this by: - First, using counters or a drawing to show the parts being added - Add the counters to find the total - Convince Me! *Workbook pages 310-311	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 5 Exit ticket Suggestion: With counters, solve this word problem. Write your answer on paper. Collect.
Lesson 6 Solve and Share:  *Workbook page 313 Vocabulary: No new vocabulary	Lesson 6: Today we will solve word problems with sums of 8 and 9. We do this by: - First, using counters or a drawing to show the parts being added - Add the counters to find the total - Convince Me! *Workbook pages 314-315	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 6 Exit ticket Suggestion: With counters, solve this word problem. Write your answer on paper. Collect.
Lesson 7 Solve and Share:  *Workbook page 317	Lesson 7: Today we will make 2 groups of 10 in lots of ways. We do this by: - Using a ten frame - Noticing that changing the order of the parts does not change how many objects	Meet the teacher: Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 7 Exit ticket Suggestion: Make 2 groups of 10 with connecting cubes. Share with your partner.

Vocabulary: No new vocabulary	are in the group. ● Convince Me! *Workbook pages 318-319		
Lesson 8 Solve and Share:  *Workbook page 321 Vocabulary: No new vocabulary	Lesson 8: Today we will solve word problems with sums of 10. We do this by: ● using a ten frame to show different combinations for 10 ● Convince Me! *Workbook pages 322-323	Meet the teacher: ● Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 8 Exit ticket Suggestion: With counters, solve this word problem. Write your answer on paper. Collect.
Lesson 9 Solve and Share:  *Workbook page 325 Vocabulary: No new vocabulary	Lesson 9: Today we will find number partners for 10 and write them as equations. We do this by: ● Using cubes to show the part we know ● Adding cubes on until we get 10 ● Convince Me! *Workbook pages 326-327	Meet the teacher: ● Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 9 Exit ticket Suggestion: Start with a set of cubes less than 10. Have your partner add on until they make a 10.
Lesson 10 Solve and Share:  *Workbook page 329	Lesson 10: Today we will continue finding missing parts to make ten. We do this by: ● Thinking about the number pairs we know ● Use them to solve ● Convince Me!	Meet the teacher: ● Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 10 Exit ticket Suggestion: Write a number on the board. Have students add on until they make a 10. Turn and talk about the number partners that made a ten.

Vocabulary: No new vocabulary	*Workbook pages 330-331		
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 8 Additional Resources

- [SUBITIZING with dots](#)
- Subitizing on Ten Frames up to 10-[Teacher Tools for Interactive Whiteboards](#)
- [Ten Frame Flashcards](#)
- [Math Talk Pictures](#)
- [Ten Frames](#)
- [Number Sense Activities List](#)
- Calendar/ Number of the Day:
- Use a hundred chart to count to the number of the day. Use 5 frame or 10 frame to show the number of the day. Choral count to the number of the day(by 1s forward and backward). Write the number, draw the number.

Picture Books/Songs:

- Book- [Deductive Duck](#)
- Book- [Pigeon Math](#)
- Book- [Monster Musical Chairs](#)
- Song- [Monkey Math](#)
- Song- [Donut Mystery](#)
- Song- [Subtraction Song](#)
- • Song- [Adding with a Pirate](#)
- • Song- [Addition Song](#)
- • Book - [Animals on Board](#)
- Book- [Mission: Addition](#)

Vocabulary:

- Math Word Wall: Intro. words and play activities like:
1. hear it, see it, say it, draw it
 2. Chant - clap, spell and act it out.

Topic 14: Describe and Compare Measurable Attributes

Big Idea: Objects can be directly identified and compared by using measurable attributes

Essential Questions	Standards
- How can we compare the size of objects when we can't put them next to each other? - How does sorting help you display information?	K.M.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. K.M.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. K.M.B.3 Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill.

Topic 14– Describe and Compare Measurable Attributes

In Topic 14, students are introduced to the measurable attributes of length, height, capacity, and weight. They describe and compare objects by these attributes.

Key Vocabulary: height, length, longer, taller, shorter, capacity, heavier, lighter, weights, weight, balance scale, attribute

Topic Opener Day: This day can be used to preview [vocabulary](#), complete the Student Edition “Review What You Know”, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations).

<u>Warm-Up</u>	<u>Mini-Lesson</u>	<u>Math Rotations</u> Additional Resources	<u>Share/Reflection</u>
Lesson 1 Solve and Share:	Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video Lesson 1: Today we will	Suggestions for Lessons/Topic: Meet the teacher: Guided/Independent Practice Pages from workbook	Topic 14 Quick Checks Folder (Alternate options below) Lesson 1 Exit ticket Suggestion: Display two objects. Have students turn and talk about the objects using



*Workbook page 549

Vocabulary:

height, length, taller, shorter, taller

use comparing words to compare and describe objects by length and height.

We do this by:

- Put the objects together
- Identify which object is:

*taller/longer

*shorter

*same length/ height

- Convince Me!

*Workbook pages 550-551

At Your Seat:

- [At Your Seat Folder](#)

Technology:

- Savvas math tools
- iReady
- [enVision Game Center](#)
- [Comparing words](#)
- [Comparing Words \(2\)](#)
- [Measurement Seesaw](#)
- [Measure & Compare Seesaw](#)
- [Paperclip Measurement Seesaw](#)

Hands On:

- [Hands On Folder](#)
- enVision Center Games

comparing words.

Lesson 2 Solve and Share:



*Workbook page 553

Vocabulary:

capacity

Lesson 2: Today we will identify capacity

We do this by:

- Identifying objects that hold more
- Identifying objects that hold less
- Identifying objects that hold the same.
- Convince Me!

*Workbook pages 554-555

Meet the teacher:

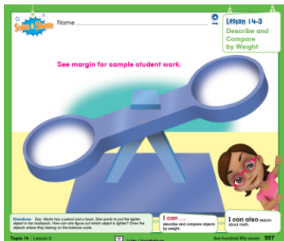
- Guided/Independent Practice Pages

At Your Seat, Technology, and Hands On see above.

Lesson 2 Exit ticket Suggestion:

Which object could hold more water: a pitcher or a bathtub? Explain how you know. What is an object that would hold less water than a pitcher?

Lesson 3 Solve and Share:



Lesson 3: Today we will compare objects by weight.

We do this by:

- Finding which object is heavier
- Finding which objects is lighter
- Finding if the objects

Meet the teacher:

- Guided/Independent Practice Pages

At Your Seat, Technology, and Hands On see above.

Lesson 3 Exit ticket Suggestion:

Draw an object that is heavier than you. Collect for data.

*Workbook page 557 Vocabulary: heavier, lighter, weights, weight, balance scale	weigh the same ● Convince Me! *Workbook pages 558-559		
Lesson 4 Solve and Share:  *Workbook page 561 Vocabulary: attribute	Lesson 4: Today we will measure attributes of objects. We do this by: ● Measuring length ● Measuring height ● Measuring capacity ● Measuring weight *Workbook pages 562-563	Meet the teacher: ● Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 4 Exit ticket Suggestion: Show students a cube train and a measuring cup. Ask students to draw which of these objects can be used to measure a pencil. Collect.
Lesson 5 Solve and Share:  *Workbook page 565 Vocabulary: No new vocabulary	Lesson 5: Today we will measure objects by using the appropriate tool. We do this by: ● Naming the attribute that we want to measure (length, weight...) ● Choosing a tool that will measure that attribute (cube train, balance scale...) ● Convince Me! *Workbook pages 566-567	Meet the teacher: ● Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 5 Exit ticket Suggestion: Give students small objects. Have them choose the appropriate tool to measure their given object.
Lesson 6 Solve and Share:	Lesson 6: Today we will solve word problems about objects by measuring with precision. We do this by: ● Lining up the ends of	Meet the teacher: ● Guided/Independent Practice Pages At Your Seat, Technology, and Hands On see above.	Lesson 6 Exit ticket Suggestion: Hold up two cube trains one long and one short. Ask students to turn and talk about which train would be used to measure a table top.



*Workbook page 569

Vocabulary: No new vocabulary

- two objects
- Study the other ends
- The object that sticks out further is longer
- The other object is shorter
- Convince Me!

*Workbook pages 570-571

enVision Money Lesson
(watch [video](#) to find how to access materials for lesson

-and/or-

[Money Lessons- Attributes & Values \(2-Part\)](#)

Not a set amount of lessons/days

Vocabulary: money, penny, nickel, dime, quarter, dollar bill, symbol, value, cent, cents

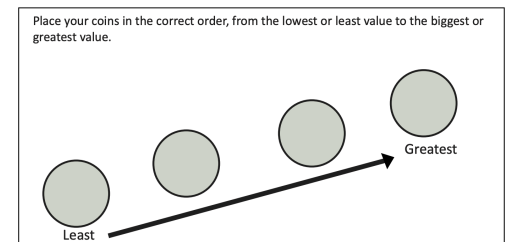
Students are learning about the attributes and value of coins and dollar bills, but they are not asked to count amounts or understand how different amounts combine (Grade 1 standard).

The focus is on recognizing that certain objects are coins and dollar bills and understanding that these have certain attributes such as a front, back, color, and symbols (pictures on the coins and dollar bill, not the cent or dollar sign- Grade 1 standard although it is okay to introduce these symbols as they are related to money) and that each one represents money that has a specific value.

At Your Seat, Technology, and Hands On see above.

Exit ticket Suggestions:

[Coin/Dollar Value Match](#)



	<i>Students should be able to identify the values of all U.S. coins and the one-dollar bill.</i> (continued below) Part 1: Identifying Coin and Dollar Bill Attributes (Front, Back, Color, Symbols) Part 2: Understanding the Value of Coins and the Dollar Bill		
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Unit 14 Additional Resources

Number Sense/ Reasoning Activities:

- [SUBITIZING with dots](#)
- Subitizing on Ten Frames up to 10-[Teacher Tools for Interactive Whiteboards](#)
- [Ten Frame Flashcards](#)
- [Math Talk Pictures](#)
- [Ten Frames](#)
- [Number Sense Activities List](#)

Videos/Songs

- [Sort Two Ways](#)
- [Tall, Taller, Tallest](#)
- [Sort and Count](#)
- [Patterns and classification](#)

Books:

- [How Tall, How Short, How Far Away](#)
- [Measuring Penny](#)
- [Mighty Maddie \(weight\)](#)
- [Twelve Snails to One Lizard](#)

Math Talks Word Problem of the Day

- [Same or Different](#)
- [Which One Doesn't Belong](#)

Problem of the Day

- “[Part Whole Result Unknown](#)” problem. Use pictures and counters to solve.