

Mathematics Kindergarten

Unit 1 Numbers 0 - 5

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
12 Days	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can numbers from 0-5 be counted, read, and written?	<p>One will use objects to represent and count the quantities, 1, 2 and 3.</p> <p>Students should understand that counting is cumulative.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>When counting objects, say the number names in the standard order, pairing each object with one</p>	<p>Students should be able to read and write the numeral 1, 2, & 3</p> <p>Students should be able to make and count groups of 1, 2, and 3 objects regardless of the arrangement or the order in which the objects are counted.</p>	<p>Lesson 1-1 Count 1, 2, & 3 objects. pp. 7-12</p> <p>Lesson 1-2 Recognize 1, 2, & 3 in different arrangements. pp.13-18</p> <p>Lesson 1-3 Read and write 1, 2, & 3. pp. 19-24</p> <p>Activity centers Digital resources Manipulatives</p>	Count One Two Three number	<p>CC.2.1. K.A.1 Know number names and write and recite the count sequence.</p> <p>CC.2.1. K.A.2 Apply one to one correspondence to count the number of objects</p>

			and only one number name and each number name with one and only one object.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can numbers from 0-5 be counted, read, and written?	<p>One will use objects to represent and count the quantities, 4 & 5.</p> <p>Students should understand that counting is cumulative.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>	<p>Students should be able to read and write the numeral 4 and 5.</p> <p>Students should be able to make and count groups of 4 & 5 objects regardless of the arrangement or the order in which the objects are counted.</p>	<p>Lesson 1-4 Count 4 & 5. pp.25-30</p> <p>Lesson 1-5 Recognize 4 & 5 in different arrangements. pp.31-36</p> <p>Lesson 1-6 Read & Write 4 & 5. pp.37-42</p> <p>Activity centers Digital resources Manipulatives</p>	Four Five	<p>CC.2.1. K.A.1 Know number names and write and recite the count sequence.</p> <p>CC.2.1. K.A.2 Apply one to one correspondence to count the number of objects</p>

	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can numbers from 0-5 be counted, read, and written?	<p>One can describe how to recognize and write the numeral that describes the quantity zero.</p> <p>Student should understand that there is a symbol that represents a group of no objects.</p> <p>Zero is a number that tells how many there are when there are no objects in a group</p>	<p>Students should be able to write the number zero and identify a group of no objects as having zero.</p>	<p>Lesson 1-7 Identify the Number 0.</p> <p>Lesson 1-8 Read & Write 0.</p> <p>Activity centers Digital resources Manipulatives</p>	Zero	<p>CC.2.1. K.A.1 Know number names and write and recite the count sequence.</p> <p>CC.2.1.K.A.2 Apply one to one correspondence to count the number of objects.</p>
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can numbers from 0-5 be counted, read, and written?	<p>One can join two groups to represent how to make 5.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal expressions or equations.</p>	<p>Students should be able to move two groups of objects together to show how to make the 5.</p> <p>Students should be able to write the numbers that correspond with each group that was put together to show a way to make 5.</p>	<p>Lesson 1-9 Ways to Make 5 pp. 55-60</p> <p>Lesson 1- 10 Count Numbers to 5.</p> <p>Activity centers Digital resources Manipulatives</p>	Five Part Whole Order	CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10

Unit 2 Compare Numbers 0 to 5

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How do we show how many?	<p>One can use objects to teach one to one matching between groups to show that one group is equal to another.</p> <p>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (by using matching and counting strategies)</p>	Students should be able to draw lines from objects in one group to objects in another group to show equality.	<p>Lesson 2-1 Equal Groups pp.91-96</p> <p>Activity centers Digital resources Manipulatives</p>	<p>Compare Equal Group Same number as</p>	CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How do we show how many?	<p>One can use objects to teach one to one matching between two groups to show that one group is greater than the other.</p> <p>Students should understand how to identify groups</p>	Students should be able to do one to one correspondence to identify between two groups, which has more objects.	<p>Lesson 2-2 Greater Than pp.97-102</p> <p>Activity centers Digital resources Manipulatives</p>	Greater than	CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities

			<p>with larger quantities.</p> <p>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (by using matching and counting strategies)</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>How do we show how many?</p>	<p>One can use objects to teach one to one matching between two groups to show that one group is less than another group.</p> <p>Students should understand how to identify groups with lesser quantities.</p> <p>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (by using matching and counting strategies)</p>	<p>Students should be able to do one to one correspondence to identify between two groups, which has less objects.</p>	<p>Lesson 2-3 Less Than pp. 103-108</p> <p>Activity centers Digital resources Manipulatives</p>	<p>Less than</p>	<p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p>

	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How do we show how many?	Students will compare two numbers using groups of objects and one to one correspondence to decide which group and number is equal to, greater than, and less than another group. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (by using matching and counting strategies) Compare two numbers between 0 and 5 represented as written numerals.	Students should be able to distinguish between two groups of objects and the number representing each group of objects which group and number is equal to, greater than or less than the other group and number.	Lesson 2-4 Compare Groups to 5 By Counting Lesson 2-5 Compare Numbers to 5. pp. 115-120 Lesson 2-6 Model with Math pp. 121-126 Activity centers Digital resources Manipulatives	none	CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.
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Unit 3 Numbers 6 to 10

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days	Numbers, measures, expressions, equations and	What do numbers tell me?	One can use objects to represent and	Students should be able to count one object at a time, assigning a number	Lesson 3-1 Count 6 & 7 pp. 139 – 144	Six Seven	CC.2.1. K.A.2 Apply one-to-one correspondence to

	inequalities can represent mathematical situations and structures in many equivalent forms.		<p>count the quantities of 6 and 7.</p> <p>Students should understand that the last number counted tells how many are in a group.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p>	<p>to each counted object, to tell how many are in a group of 6 and 7 objects.</p>	<p>Lesson 3-2 Read and Write 6 & 7 pp. 145-150</p> <p>Activity centers Digital resources Manipulatives</p>		count the number of objects.
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What do numbers tell me?	<p>One can use objects to represent and count the quantities of 8.</p> <p>Students should understand that the last number counted tells how many are in a group.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p>	<p>Students should be able to count one object at a time, assigning a number to each counted object, to tell how many are in a group of 8 and 9 objects.</p>	<p>Lesson 3-3 Count 8 & 9 pp. 151-156</p> <p>Lesson 3-4 Read & Write 8 & 9 pp. 157 - 162</p> <p>Activity centers Digital resources Manipulatives</p>	Eight Nine	CC.2.1. K.A.2 Apply one-to-one correspondence to count the number of objects.

	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What do numbers tell me?</p>	<p>One can use objects to represent and count the quantity of 10.</p> <p>Students should be able to count one object at a time to tell how many are in a group of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality</p>	<p>Students should be able to count one object at a time to tell how many are in a group of objects.</p>	<p>Lesson 3-5 Count 10 pp. 163 – 168</p> <p>Lesson 3-6 Read and Write 10 pp. 169 – 174</p> <p>Activity centers Digital resources Manipulatives</p>	<p>ten</p>	<p>CC.2.1. K.A.2 Apply one-to-one correspondence to count the number of objects.</p>
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What do numbers tell me?</p>	<p>One can join two groups to represent how to make 10.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal expressions or equations.</p>	<p>Students should be able to move two groups of objects together to show how to make the 10.</p> <p>Students should be able to write the numbers that correspond with each group that was put together to show a way to make 10.</p>	<p>Lesson 3-7 Ways to Make 10 pp. 175 – 180</p> <p>Lesson 3-8 Look for and Use Structure pp. 181 - 186</p> <p>Activity centers Digital resources Manipulatives</p>	<p>none</p>	<p>CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10</p>

Unit 4 Compare Numbers 0 to 10

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How do we show how many?	<p>Students will compare two numbers using groups of objects and one to one correspondence to decide which group and number is equal to, greater than, and less than another group.</p> <p>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (by using matching and counting strategies)</p> <p>Compare two numbers between 0 and 10 represented as written numerals.</p>	Students should be able to distinguish between two groups of objects and the number representing each group of objects which group and number is equal to, greater than or less than the other group and number.	<p>Lesson 4-1 Compare Groups to 10 pp. 201 - 206</p> <p>Lesson 4-2 Compare Numbers using Numerals to 10. pp. 207 - 212</p> <p>Lesson 4-3 Compare groups to 10 by Counting. pp. 213 - 218</p> <p>Activity centers Digital resources Manipulatives</p>	none	CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and	How do we show how many?	Students will compare two numbers using groups of objects and one to one correspondence to decide which	Students should be able to distinguish between two groups of objects and the number representing each group of objects which group and	<p>Lesson 4-4 Compare Numbers to 10 pp. 219 – 224</p> <p>Lesson 4-5 Count Numbers to 10 pp. 225 – 230</p>	none	CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.

	structures in many equivalent forms.		group and number is equal to, greater than, and less than another group. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (by using matching and counting strategies) Compare two numbers between 0 and 5 represented as written numerals.	number is equal to, greater than or less than the other group and number.	Lesson 4-6 Repeated Reasoning. pp.231 - 236 Activity centers Digital resources Manipulatives		
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Unit 5 Count Numbers to 20

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can I show numbers beyond 10?	One can recognize, write and describe the qualities 11 and 12. Write numbers from 0-20. Represent a number of objects with a written	Students should be able to read and write numbers 11 and 12 and identify and make groups of objects to represent that number.	Lesson 9-1 Count and Write 11 and 12. pp. 513-518 Activity centers Digital resources Manipulatives	Eleven (11) Twelve (12)	CC.2.1. K.A.1 Know number names and write and recite the count sequence. CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.

			<p>numeral 0-20 (with 0 representing a count of no objects).</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>Understand that the last number name tells the number of objects counted. The number of objects is the same regardless of their arrangement or order in which they are counted.</p>				
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			Understand that each successive number name refers to a quantity that is one larger.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can I show numbers beyond 10?	<p>One can recognize, write and describe the qualities 13, 14 & 15.</p> <p>Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number</p>	<p>Students should be able to read and write numbers 13, 14 & 15. They will identify and make groups of objects to represent that number.</p>	<p>Lesson 9-2 Count and Write 13, 14 & 15. pp. 519 - 524</p> <p>Activity centers Digital resources Manipulatives</p>	<p>Thirteen Fourteen Fifteen</p>	<p>CC.2.1. K.A.1 Know number names and write and recite the count sequence.</p> <p>CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.</p>

			<p>name with one and only one object.</p> <p>Understand that the last number name tells the number of objects counted. The number of objects is the same regardless of their arrangement or order in which they are counted.</p> <p>Understand that each successive number name refers to a quantity that is one larger.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>How can I show numbers beyond 10?</p>	<p>One can recognize, write and describe the qualities 16 and 17.</p> <p>Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>Understand the relationship</p>	<p>Students should be able to read and write numbers 16 & 17. They will identify and make groups of objects to represent that number.</p>	<p>Lesson 9-3 Count and Write 16 and 17. pp. 525 – 530.</p> <p>Activity centers Digital resources Manipulatives</p>	<p>Sixteen Seventeen</p>	<p>CC.2.1. K.A.1 Know number names and write and recite the count sequence.</p> <p>CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.</p>

			<p>between numbers and quantities; connect counting to cardinality.</p> <p>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>Understand that the last number name tells the number of objects counted. The number of objects is the same regardless of their arrangement or order in which they are counted.</p> <p>Understand that each successive number name refers to a quantity that is one larger.</p>				
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	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>How can I show numbers beyond 10?</p>	<p>One can recognize, write and describe the qualities 18, 19 & 20.</p> <p>Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>Understand that the last number name tells the</p>	<p>Students should be able to read and write numbers 18, 19 & 20. They will identify and make groups of objects to represent that number.</p>	<p>Lesson 9-2 Count and Write 18, 19 & 20. pp. 531 - 536</p> <p>Activity centers Digital resources Manipulatives</p>	<p>Eighteen Nineteen Twenty</p>	<p>CC.2.1. K.A.1 Know number names and write and recite the count sequence.</p> <p>CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.</p>
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			<p>number of objects counted. The number of objects is the same regardless of their arrangement or order in which they are counted.</p> <p>Understand that each successive number name refers to a quantity that is one larger.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>How can I show numbers beyond 10?</p>	<p>One can recognize, write and describe the qualities 20.</p> <p>Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p>	<p>Students should be able to read and write numbers 20. They will identify and make groups of objects to represent that number.</p>	<p>Lesson 9-5 Count Forward from any Number to 20 pp. 537 – 542</p> <p>Lesson 9 -10 Count to find how many. pp. 543- 548</p> <p>Activity centers Digital resources Manipulatives</p>	<p>twenty</p>	<p>CC.2.1. K.A.1 Know number names and write and recite the count sequence.</p> <p>CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.</p>

			<p>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>Understand that the last number name tells the number of objects counted. The number of objects is the same regardless of their arrangement or order in which they are counted.</p> <p>Understand that each successive number name refers to a quantity that is one larger</p>				
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Unit 6 Understanding Addition

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
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15 days	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can I use objects to add?	<p>One can use objects to join groups and solve addition stories.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), and acting out situations, verbal expressions or equations.</p> <p>Solve addition and subtraction problems, add and subtract within 10 by using objects or drawings to represent numbers.</p>	Students act out addition stories that involve joining two groups.	<p>Lesson 6-1 Explore Addition pp. 287-292</p> <p>Activity centers Digital resources Manipulatives</p>	in all join	C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can I use objects to add?	<p>One can use objects to join groups and tell how many.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), and acting out situations, verbal expressions or equations.</p> <p>Solve addition and subtraction</p>	Students should be able to count objects by joining them together and make another number.	<p>Lesson 6-2 Representing Addition as Adding to pp. 293-298</p> <p>Lesson 6-3 Represent Addition as putting together pp. 299-304</p> <p>Activity centers Digital resources Manipulatives</p>	addition sentence	C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.

			problems, add and subtract within 10 by using objects or drawings to represent numbers.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can I use objects to add?	<p>One can join groups and use addition sentences with a plus sign (+) to record how many.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), and acting out situations, verbal expressions or equations.</p> <p>Solve addition and subtraction problems, add and subtract within 10 by using objects or drawings to represent numbers.</p> <p>Fluently add and subtract within 5.</p>	Students should be able to show that the plus sign (+) joins two groups together.	<p>Lesson 6-4 Use the plus sign pp.305-310</p> <p>Activity centers Digital resources Manipulatives</p>	plus sign	C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.
	Numbers, measures, expressions, equations and inequalities can represent mathematical	How can I use objects to add?	<p>One can use objects to show multiple ways to make ten.</p> <p>For any number from 1-9, find the</p>	Student should be able to join groups of objects totaling ten.	<p>Lesson 6-5 Represent and explain addition with equations pp. 311 - 312</p> <p>Lesson 6-6</p>	equal sign equation	C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.

	situations and structures in many equivalent forms.		number that makes 10 when added to a given number by using objects or drawings, and record the answer with a drawing or equation.		Continue to represent and explain addition with equations. pp. 317-322 Activity centers Digital resources Manipulatives		
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can I use objects to add?	One can use objects to show multiple ways to make ten. For any number from 1-9, find the number that makes 10 when added to a given number by using objects or drawings, and record the answer with a drawing or equation.	Student should be able to join groups of objects totaling ten.	Lesson 6-7 Solve addition word problems: to add pp. 323-328 Lesson 6-8 Solve addition word problems: put together. pp. 329-334 Activity centers Digital resources Manipulatives	none	C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.

Unit 7 Subtraction

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
15 days	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in	How can I use objects to subtract?	One can use objects to model subtraction stories Represent addition and subtraction with objects, fingers, mental images, drawings,	Students should be able to act out number stories involving parts taken away from a whole to see what is left.	Lesson 7-1 Explore Subtraction pp. 365-370 Activity centers Digital resources Manipulatives	left	C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.

	many equivalent forms.		<p>sounds (claps), acting out situations, verbal expressions or equations.</p> <p>Solve addition and subtraction problems, add and subtract within 10 by using objects or drawings to represent numbers.</p>				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can I use objects to subtract?	<p>One can use objects to model subtraction stories</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal expressions or equations.</p> <p>Solve addition and subtraction problems, add and subtract within 10 by using objects or drawings to represent numbers.</p>	Students should be able to model and write the total objects left after part of the group is separated.	<p>Lesson 7-2 Representing subtraction as taking apart. pp. 371-376</p> <p>Lesson 7-3 Represent subtraction as taking from. pp. 377 - 382</p> <p>Activity centers Digital resources Manipulatives</p>	<p>separate</p> <p>take away</p> <p>subtraction sentence</p>	C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.
	Numbers, measures, expressions, equations and inequalities	How can I use objects to subtract?	<p>One can use objects to model subtraction stories</p>	Students should be able to show that a minus sign (-) is used when	<p>Lesson 7-4 Use the minus sign. pp. 383 - 388</p> <p>Activity centers</p>	minus sign	C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.

	can represent mathematical situations and structures in many equivalent forms.		<p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal expressions or equations.</p> <p>Solve addition and subtraction problems, add and subtract within 10 by using objects or drawings to represent numbers.</p>	separating parts from a whole.	Digital resources Manipulatives		
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can I use objects to subtract?	<p>One can use objects to model subtraction stories</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal expressions or equations.</p> <p>Solve addition and subtraction problems, add and subtract within 10 by using objects or drawings to represent numbers.</p>	<p>Students should show subtraction stories using manipulatives.</p> <p>Students should be able to write the numbers that show how to solve a subtraction sentence.</p>	<p>Lesson 7-5 Represent and explain subtraction with equations. pp. 389 - 394</p> <p>Lesson 7-6 Continue to represent and explain subtraction with equations. pp. 395 - 400</p> <p>Activity centers Digital resources Manipulatives</p>	difference	C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.

	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can I use objects to subtract?	One can use objects to model subtraction stories Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal expressions or equations. Solve addition and subtraction problems, add and subtract within 10 by using objects or drawings to represent numbers.	Students should be able to tell how many are left in a group of ten when an amount is separated from that group.	Lesson 7-7 Solve subtraction word problems: take away pp. 401 - 406. Lesson 7-8 Use patterns to develop fluency in subtraction pp. 407 - 412 Activity centers Digital resources Manipulatives	none	C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.
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Unit 8 More Addition and Subtraction

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many	How can we show a number in other ways?	One can join two groups to represent how to make 4 and 5. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps),	Students should be able to move two groups of objects together to show how to make the numbers 4 and 5. Students should be able to write the numbers that correspond with	Lesson 8-1 Decompose and represent numbers to 5. pp. 435 - 440 Activity centers Digital resources Manipulatives	break apart	CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.

	equivalent forms.		acting out situations, verbal expressions or equations.	each group that was put together to show a way to make 4 and 5.			
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can we show a number in other ways?	One can join two groups to represent how to make 6 and 7. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal expressions or equations.	Students should be able to move two groups of objects together to show how to make the numbers 6 and 7. Students should be able to write the numbers that correspond with each group that was put together to show a way to make 6 and 7.	Lesson 8-5 Decompose and represent numbers 6 & 7. pp. 459 - 464 Activity centers Digital resources Manipulatives	none	CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can we show a number in other ways?	One can separate a whole group into two smaller groups as a way to take apart 8 and 9. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), and acting out situations, verbal expressions or equations. Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or	Students should be able to move two groups of objects apart from a larger group of objects to show how to take apart the numbers 8 and 9. Students should be able to write the numbers that correspond with each group that was separated to show a way to take apart 8 and 9.	Lesson 8-6 Decompose and represent numbers 8 & 9. pp. 465 - 470 Activity centers Digital resources Manipulatives	none	CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.

			drawings and record each decomposition by a drawing or equation.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can we show a number in other ways?	<p>One can join two groups to represent how to make 10.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), and acting out situations, verbal expressions or equations.</p> <p>For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings, and record the answer with a drawing or equation.</p>	<p>Students should be able to move two groups of objects together to show how to make the number 10.</p> <p>Students should be able to write the numbers that correspond with each group that was put together to show a way to make 10.</p>	<p>Lesson 8-7 Decompose and represent 10. pp. 471-476</p> <p>Activity centers Digital resources Manipulatives</p>	none	CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in	How can we show a number in other ways?	<p>One can separate a whole group into two smaller groups as a way to take apart 10.</p> <p>Represent addition and subtraction with objects,</p>	<p>Students should be able to move two groups of objects apart from a larger group of objects to show how to take apart the number 10</p>	<p>Lesson 8-9 Find the missing part of 10. pp. 483 - 488</p> <p>Lesson 8-10 Continue to find the missing part of 10. pp. 489-494</p>	none	CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.

	many equivalent forms.		fingers, mental images, drawings, sounds (claps), and acting out situations, verbal expressions or equations. Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings and record each decomposition by a drawing or equation.	Students should be able to write the numbers that correspond with each group that was separated to show a way to take apart 10.	Activity centers Digital resources Manipulatives		
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Unit 9 Compose and Decompose Numbers 11 to 19

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days	The base-ten number system is a way to organize, represent, and compare numbers using groups of ten and place value.	How do I show numbers 11 to 19 in another way?	The numbers 11 through 15 can be made with a group of ten and some ones. Work with numbers 11-19 to gain foundations for place value by composing and decomposing numbers from 11 to 19 into ten ones	Students should be able to move a group of 10 and some more objects together to make numbers 11 through 15.	Lesson 10 -1 Make 11, 12 and 13. pp. 567-572 Lesson 10 -4 Find parts of 11, 12 & 13. pp. 585- 590 Activity centers Digital resources Manipulatives	How many more	CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19.

			and some further ones; by using objects or drawings, and record each composition or decomposition by a drawing or an equation.; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.				
	The base-ten number system is a way to organize, represent, and compare numbers using groups of ten and place value.	How do I show numbers 11 to 19 in another way?	<p>The numbers 11 through 15 can be taken apart to show a group of ten and some more.</p> <p>Work with numbers 11-19 to gain foundations for place value by composing and decomposing numbers from 11 to 19 into ten ones and some further ones; by using objects or drawings, and record each composition or decomposition by a drawing or an equation.; understand that these numbers are</p>	Students should be able to break apart a group of 11 to 15 objects into two groups of 10 and some more objects.	<p>Lesson 10 -2 Make 14, 15 & 16. pp. 573-578</p> <p>Lesson 10 -5 Find parts of 14, 15 & 16. pp. 591 - 596</p> <p>Activity centers Digital resources Manipulatives</p>	none	CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19

			composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.				
	The base-ten number system is a way to organize, represent, and compare numbers using groups of ten and place value.	How do I show numbers 11 to 19 in another way?	<p>The numbers 16 through 19 can be taken apart to show a group of ten and some more</p> <p>Work with numbers 11-19 to gain foundations for place value by composing and decomposing numbers from 11 to 19 into ten ones and some further ones; by using objects or drawings, and record each composition or decomposition by a drawing or an equation.; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.</p>	Students should be able to break apart a group of 16 to 19 objects into two groups of 10 and some more objects.	<p>Lesson 10 - 3 Make 17, 18 & 19. pp.579 -584</p> <p>Lesson 10 -6 Find Parts of 17, 18 & 19. pp.597 - 602</p> <p>Activity centers Digital resources Manipulatives</p>	none	CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19

Unit 10 Count Numbers to 100

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can I show numbers beyond 10?	<p>One can recognize and count numbers in a specific sequence on a fifty chart.</p> <p>Count to 100 by ones and tens.</p> <p>Count forward beginning with a given number within the known sequence (instead of having to begin at 1)</p> <p>Write numbers from 0-20. Represent a number of objects with a written numeral 0-20. (with 0 representing a count of no objects)</p>	Students should be able to count in a specific sequence and identify numbers in that sequence with specific colors.	<p>Lesson 11 -1 Count using patterns to 30. pp. 625 - 630</p> <p>Lesson 11-2 Count using patterns to 50. pp. 631 - 636</p> <p>Activity centers Digital resources Manipulatives</p>	column ones pattern tens	CC.2.1.K.A.1 Know number names and write and recite the count sequence.
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many	What do numbers tell me?	<p>One can recognize and count numbers in a specific sequence on a hundred chart.</p> <p>Count to 100 by ones and tens.</p>	Students should be able to count in a specific sequence and mark numbers with specific colors to identify the numbers requested.	<p>Lesson 11-3 Count by tens to 100. pp. 637 - 642</p> <p>Lesson 11-4 Count by tens and ones. pp. 643-648</p> <p>Activity centers Digital resources</p>	hundred chart	CC.2.1.K.A.1 Know number names and write and recite the count sequence

	equivalent forms.		<p>Count forward beginning with a given number within the known sequence (instead of having to begin at 1)</p> <p>Write numbers from 0-20. Represent a number of objects with a written numeral 0-20. (with 0 representing a count of no objects)</p>		Manipulatives		
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What do numbers tell me?	<p>One can recognize and count numbers in a specific sequence on a hundred chart.</p> <p>Count to 100 by ones and tens.</p> <p>Count forward beginning with a given number within the known sequence (instead of having to begin at 1)</p> <p>Write numbers from 0-20. Represent a number of objects with a written</p>	Students should be able to count in a specific sequence and mark numbers with specific colors to identify the numbers requested.	<p>Lesson 11-5 Count forward from any number to 100. pp.649-654</p> <p>Lesson 11-6 Count using patterns to 100. pp. 655-660</p> <p>Activity centers Digital resources Manipulatives</p>	none	CC.2.1.K.A.1 Know number names and write and recite the count sequence.

			numeral 0-20. (with 0 representing a count of no objects)				
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Unit 11 Analyze, Compare, and Create Shapes

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
8 days	Two- and three dimensional objects can be described, classified, analyzed by their attributes, and their location can be described quantitatively.	How can I compare shapes?	<p>One can describe objects in the environment by referring to the shape of the object.</p> <p>One can describe the position of the objects in the environment.</p> <p>Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, besides, in front of, behind and next to.</p> <p>Correctly name shapes regardless</p>	Students should be able to sort and identify 2-D shapes by their attributes.	<p>Lesson 13-1 Analyze and compare two-dimensional shapes. pp. 749-754</p> <p>Activity centers Digital resources Manipulatives</p>	surface side	<p>CC.2.3.K.A.1 Identify and describe two- and three-dimensional shapes.</p> <p>CC.2.3.K.A.2 Analyze, compare, create and compose two- and three-dimensional shapes.</p>

			<p>of their orientation or overall size.</p> <p>Model shapes in the world by building shapes from components (sticks and clay balls) and draw shapes.</p>				
	<p>Two- and three dimensional objects can be described, classified, analyzed by their attributes, and their location can be described quantitatively.</p>	<p>How can I compare shapes?</p>	<p>One can describe objects in the environment by referring to the shape of the object.</p> <p>One can describe the position of the objects in the environment.</p> <p>Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, besides, in front of, behind and next to.</p> <p>Correctly name shapes regardless of their orientation or overall size.</p> <p>Model shapes in the world by</p>	<p>Students should be able to sort and identify 3-D shapes by their attributes.</p>	<p>Lesson 13-2 Analyze and compare three-dimensional shapes. pp. 755-760</p> <p>Activity centers Digital resources Manipulatives</p>	<p>none</p>	<p>CC.2.3.K.A.1 Identify and describe two- and three-dimensional shapes.</p> <p>CC.2.3.K.A 2 Analyze, compare, create and compose two- and three-dimensional shapes.</p>

			building shapes from components (sticks and clay balls) and draw shapes.				
	Two- and three dimensional objects can be described, classified, analyzed by their attributes, and their location can be described quantitatively.	How can I identify and compare two - dimensional and three-dimensional shapes?	One can compare solid shapes to learn whether they roll, stack or slide. Analyze and compare two- and three-dimensional shapes, in different sizes and orientation, using informal language to describe their similarities, differences, parts (number of sides and vertices/corners) and other attributes (having sides equal in length).	Students should be able to analyze and compare 2-D and 3-D shapes.	Lesson 13-3 Compare 2-D and 3-D shapes. pp. 761-766 Activity centers Digital resources Manipulatives	surface	CC.2.3.K.A.1 Identify and describe two- and three-dimensional shapes. CC.2.3.K.A.2 Analyze, compare, create and compose two- and three-dimensional shapes.

Unit 12 Measurement

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
8 days	Some attribute of objects are measurable, e.g. length, mass, capacity, and	How do I describe and compare objects by length, height, and weight?	One can compare the lengths of two objects to identify the longer and the shorter.	Students should be able to show their understanding of length by comparing objects in a picture to determine which	Lesson 14-1 Compare by length and height. pp.805-810 Activity centers Digital resources	height length longer shorter	CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday object

	it can be quantified.		<p>Describe measurable attributes of objects, such as length or weight.</p> <p>Describe several measurable attributes of a single object.</p> <p>Directly compare two objects with a measurable attribute in common, to see which objects has "more of" / "less of" the attribute and describe the difference. (EX. directly compare the heights of two children and describe one child as taller or shorter)</p>	objects is longer and which is shorter.	Manipulatives	taller	
	Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.	How do I describe and compare objects by length, height, and weight?	<p>One can compare the capacity of two objects to identify the object that holds more and the object that holds less.</p> <p>Describe measurable attributes of objects, such as length or weight.</p>	Students should be able to show their understanding of capacity by comparing objects in a picture to determine which object holds more and which holds less.	<p>Lesson 14-2 Compare by Capacity. pp. 811 - 816</p> <p>Activity centers Digital resources Manipulatives</p>	capacity	CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday object

			<p>Describe several measurable attributes of a single object.</p> <p>Directly compare two objects with a measurable attribute in common, to see which objects has “more of” / “less of” the attribute and describe the difference. (EX. directly compare the heights of two children and describe one child as taller or shorter)</p>				
	<p>Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.</p>	<p>How do I describe and compare objects by length, height, and weight?</p>	<p>One can describe a single object as having more than one attribute of measurement.</p> <p>Describe measurable attributes of objects, such as length or weight.</p> <p>Describe several measurable attributes of a single object.</p> <p>Directly compare two objects with a measurable attribute in common, to see</p>	<p>Students should be able to identify the attributes of length and weight or height and weight in a single object.</p>	<p>Lesson 14-3 Compare by weight. pp.817-822</p> <p>Activity centers Digital resources Manipulatives</p>	<p>balance heavier lighter weighs weight</p>	<p>CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday object</p>

			which objects has "more of" / "less of" the attribute and describe the difference. (EX. directly compare the heights of two children and describe one child as taller or shorter)				