



2016-2017

Kindergarten Math Pacing Guide

Kindergarten Curriculum Team

Bloomfield Schools

2016-2017

Kindergarten CCSSM Overview

Math Common Core Pacing Guide Introduction

The Bloomfield School District pacing guide documents are intended to guide teachers' use of Common Core State Standards (CCSS) over the course of an instructional school year. The guides identify the focus standards by quarter. Teachers should understand that the focus standards emphasize deep instruction for that timeframe. However, because a certain quarter does not address specific standards, it should be understood that previously taught standards should be reinforced while working on the focus standards for any designated quarter. Some standards will recur across all quarters due to their importance and need to be addressed on an ongoing basis.

The Math pacing guides are grounded in four key components: the key fluency expectations for each grade level, the critical areas designated in the CCSS Math Standards, the Common Core Standards for Mathematics and the integration of the Standards for Mathematical Practice. In planning instruction it is important that math teachers incorporate the 8 mathematical practices for mathematics to ensure that the Common Core standards are mastered by all students.

The Math CCSS pacing guides contain the following elements:

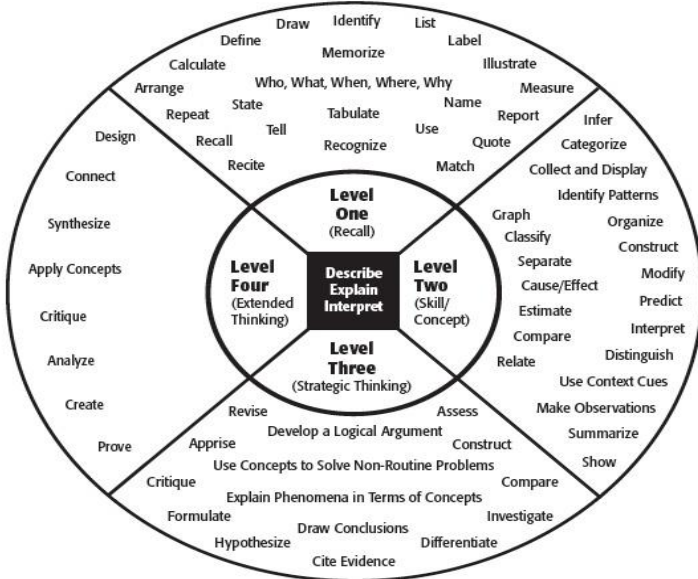
- Grade Level: Identify the grade level of the intended standard
- Standard with code: Defines the knowledge and skills for students. The code contains the grade level, domain and standard number.
- Domain: Larger groups of related standards. Standards from different domains may sometimes be closely related.

DOK level of learning is embedded in the Math standards in this format. For students to develop mastery in content area teacher must use scaffolding and begin to develop more rigorous activities within the standard.

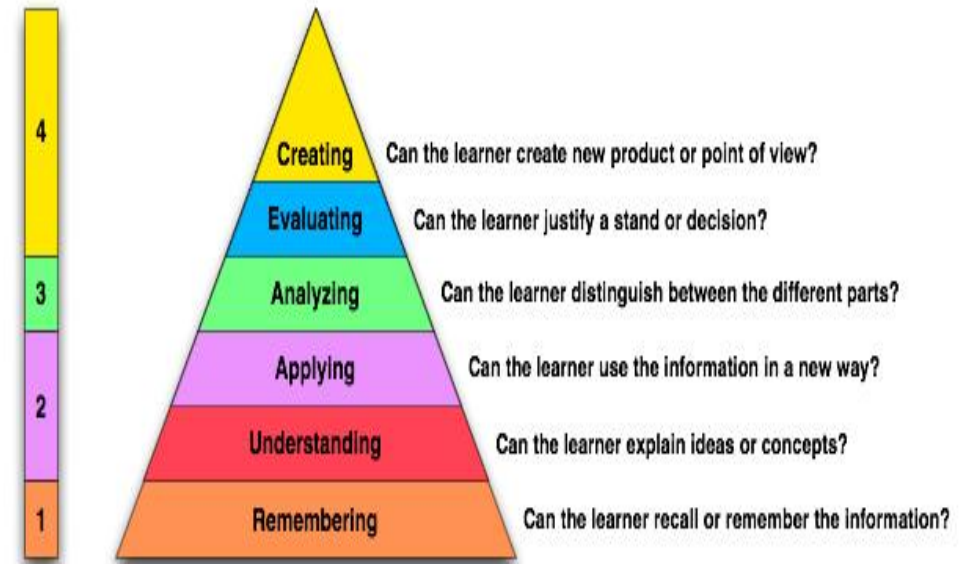
Example: Numeracy: Adding single digit numbers : students use manipulatives and recall to know what $2+2$ is : Level 2 : mastery of skill using different fact families to compare: DOK level 3: students begin to analyze and differentiate between $4+4=$ and $2+2=$ DOK level 4: Students begin to make connections with patterns in single digit addition groups.

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Depth of Knowledge (DOK) Levels



Relationship between Depth of Knowledge and Bloom's Taxonomy



DoK Levels New Version of Bloom's Taxonomy http://www.odu.edu/educ/lischnit/blooms_taxonomy.html

Depth of Knowledge was developed through a ten-state grant initiative to streamline Bloom's taxonomy to facilitate state-wide assessments.

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<ul style="list-style-type: none"> Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people. 	<ul style="list-style-type: none"> Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data. 	<ul style="list-style-type: none"> Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts. 	<ul style="list-style-type: none"> Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

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Counting and Cardinality

	<u>1st quarter</u>			<u>2nd quarter</u>			<u>3rd quarter</u>			<u>4th quarter</u>	
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	
Know number names and the count sequence											
1. Count to 100 by ones	*	*	*	*							
1. Count to 100 by tens				*	*						
2. Count forward beginning from a given number within the know sequence				*	*						
3. Write numbers from 0 to 20	*	*	*	*	*						
3. Represent a number of objects with a written numeral 0-20	*	*	*	*	*	*	*	*			
	0-5		6-10		11-20						
Count to tell the number of objects											
4. Count objects using one to one correspondents	*	*	*								

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a. Understand that the last number name said tells the number of objects counted	*	*	*							
b. Understand that each successive number name refers to a quantity that is one larger		*	*							
c. Count to answer "how many?" questions about as many as 20 things		*	*	*	*					
		1-10		11-20						
5. Count out 1-20 objects when given a number		*	*	*	*					
		1-10		11-20						

Counting and Cardinality

	<u>1st quarter</u>		<u>2nd quarter</u>			<u>3rd quarter</u>			<u>4th quarter</u>	
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Compare numbers										
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.			*	*	*	*	*	*	*	
			Greater Than		Less Than		Greater Less & Equal			

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7. Compare two numbers between 1 and 10 presented as written numerals.					*	*	*	*	*	
					1-5		6-10			

Operations and Algebraic Thinking

	<u>1st quarter</u>			<u>2nd quarter</u>			<u>3rd quarter</u>			<u>4th quarter</u>	
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	
Understanding addition as putting together and adding to, and understanding subtraction as taking apart and taking from.											
1. Represent addition and subtraction with objects, fingers...						*	*	*	*		
2. Solve addition and subtraction word problems, and add and subtract with 10								*	*		
3. Decompose numbers less than or equal to 10 into pairs in more than one way									*		
4. For any number from 1 to 9, find the number that makes 10 when added to the given number									*		
5. Fluently add and subtract within 5								*	*	*	

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Number and Operations in Base Ten

	<u>1st quarter</u>			<u>2nd quarter</u>			<u>3rd quarter</u>			<u>4th quarter</u>	
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	
Work with numbers 11-19 to gain foundations for place value											
1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones									*	*	

Measurement and Data

	<u>1st quarter</u>			<u>2nd quarter</u>			<u>3rd quarter</u>			<u>4th quarter</u>	
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	
Describe and compare measurable attributes											
1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.				*	*	*	*	*			
				length		weight					
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.				*	*	*	*				
				length		more					

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							less				
Classify objects and count the number of objects in each category							*	*	*		
3. Classify objects into given categories; count the number of objects in each category and sort the categories by count.								*	*	*	

Geometry

	<u>1st quarter</u>			<u>2nd quarter</u>			<u>3rd quarter</u>			<u>4th quarter</u>	
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	
Identify and describe shapes (square, circle, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)											
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.			*	*	*	*	*				
			shapes			positions					
2. Correctly name shapes regardless of their orientation or overall size.	*	*	*	*							
	2-D		3D								
3. Identify shapes as two-dimensional or three-dimensional	*	*	*	*							
	2-D		3D								

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Analyze, compare, create, and compose shapes										
4. Analyze and compare two- and three-dimensional shapes, in different size and orientations, using informal language to describe their similarities, differences, parts and other attributes.			*	*						
5. Model shapes in the world by building shapes from components and drawing shapes		*								
6. Compose simple shapes to form larger shapes							*	*		

Essential Learning:
Students will be able to count by rote and understand amount counted – ±9 Days

Standards

CCSS.MATH.CONTENT.K.CC.1
Count to 100 by ones and by tens.

CCSS.MATH.CONTENT.K.CC.A.2
Count forward beginning from a given number within the known sequence (instead of having to begin at 1

CCSS.MATH.CONTENT.K.CC.B.4.A
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

CCSS.MATH.CONTENT.K.CC.B.4.B
Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted

	Standards	DOK and Level of Learning	Over-arching concepts and estimated # of days on each	Assessed learning targets that students will know and be able to do	Students Outcomes	Resources
Weeks 1 and 2	K.CC.1 K.CC.4.a K.CC.4.b <i>MP - Reason abstractly and quantitatively. (MP 2)</i>		<u>±3 days</u> Assessment of student knowledge about the essential learning targets.			Envision: Topic 12 (09) Topic 6 (12) Teacher Tools Moby Math http://www.softschools.com/
		1,2 Introduce and Develop	<u>± 2 days</u> Students will count in sequence and incorporate counting in daily activities in the classroom.	<ul style="list-style-type: none"> Count to 20 by ones. Count up to ten objects without a mistake. 	<ul style="list-style-type: none"> I can count to twenty. I can count ten objects without a mistake. 	Envision: Topic 4-6 (09) Topic 1-4 (12) Moby Math

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						http://www.mathplayground.com/addition_subtraction_games.html
	1,2 Introduce and Develop	± 2 days Students will count up to 10 objects accurately. Develop one-to-one correspondence.	<ul style="list-style-type: none"> Say a number for each object. 	<ul style="list-style-type: none"> I can say number for each object 	I Envision: Topic 4-6 (09) Topic 1-4 (12)	I Envision: Topic 4-6 (09) Topic 1-4 (12)
	1,2 Introduce and Develop	±2 days Students will establish conservation of number.	<ul style="list-style-type: none"> Say a number and count out objects equal to that number. 	<ul style="list-style-type: none"> I can say numbers and count objects equal to that number 		

Essential Learning: Students will be able to write numbers and count “How many?” within 10 – ±9 Days

	Standards	DOK and Level of Learning	Over-arching concepts and estimated # of days on each	Assessed learning targets that students will know and be able to do	Student Outcomes	Resources
Weeks 3 and 4	K.CC.3 K.CC.4.b K.CC.5 <i>MP - Attend to precision(MP6)</i>	1 Introduce and Develop	± 3 days Students will write numbers 0-10. (Will be writing numerals 0-20 later in the year). Students will represent a number of objects with a written numeral.	<ul style="list-style-type: none"> Write numbers 0-10. Write the number that names how many objects are in the group to 10. 	<ul style="list-style-type: none"> I can write numbers to 10. 	http://www.softschools.com/ Moby Math Writing Numbers

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	<p>2 Develop</p>	<p><u>± 4 days</u> Students will connect counting to cardinality.</p> <p>Students will count to tell the number of objects. Understand the last number said tells the number of objects counted.</p>	<ul style="list-style-type: none"> • Show/explain what a group of zero looks like. • Name the number of objects in a group after counting. 	<ul style="list-style-type: none"> • I can explain Zero. 	<p>I Envision: Topic 4-6 (09) Topic 1-4 (12)</p> <p>I Envision: Topic 4-6 (09) Topic 1-4 (12)</p>
	<p>3 Reinforce</p>	<p><u>±2 days</u> Students will count to answer “how many” questions about things regardless of their arrangement.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge that the number of objects in a group does not change even when one starts counting with a different object. • Count random objects up to groups of 10. • Count “organized” objects that are in a group up to 10. 	<ul style="list-style-type: none"> • I can count objects and understand them. <p>I can count random objects up to 10.</p>	<ul style="list-style-type: none"> • http://www.softschools.com/ • Moby Math • Counting objects (Teddy Cakes) <p>(Underwater Counting)</p>

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Quarter 1 Continued

Essential Learning: Students will be able to classify and count objects – ±9 Days

	Standards	DOK and Level of Learning	Over-arching concepts and estimated # of days on each	Assessed learning targets that students will know and be able to do	Student Outcomes	Resources
Weeks 5 & 6	K.CC.5 K.MD.3 K.G.1 <i>MP - Make sense of problems and persevere in solving them. Construct viable arguments and critique reasoning of others. (MP 1,3)</i>	2 Develop	<u>± 3 days</u> Students will organize objects in a straight line or rectangular array, or a circle, or as many as 10 things in a scattered configuration.	<ul style="list-style-type: none"> Count out the correct number of objects to make a group (up to 10) Arrange objects in a straight line or in a rectangular array. 	<ul style="list-style-type: none"> I can count to 10 with objects. I can arrange objects in a straight line. 	Envision: Topic 7 (09) Topic 14-16 (12)
		1,2 Introduce and Develop	<u>± 3 days</u> Students will classify objects by attributes. Students will count number of objects in each category (Limit to 10).	<ul style="list-style-type: none"> Sort and count objects by an attribute. (Vocabulary Integration opportunity) Make new groups up to 10. Draw his or her thinking. Find and name shapes that are all around. 	<ul style="list-style-type: none"> I can sort objects with different features/attributes/characteristics/ 	Sort and Count ABCYA Teacher Resource
		1,2 Introduce and Develop	<u>± 3 days</u> Students will introduce positional language above, below, beside, in front of, behind and next to.	<ul style="list-style-type: none"> Describe the shapes around using words such as above, below, beside, in front of, behind, and next to. Draw objects in position. 	<ul style="list-style-type: none"> I can understand below, beside, in front of, behind, and next to. 	<ul style="list-style-type: none"> Positional Language Activities

Essential Learning: Students will understand and represent addition and subtraction within 5– ±11 Days

	Standards	DOK and Level of Learning	Over-arching concepts and estimated # of days on each	Assessed learning targets that students will know and be able to do	Student Outcomes	Resources
Weeks 7 and 8	K.CC.4.c K.OA.1 <i>MP - Make sense of objects and persevere in solving them. (MP 1, 4)</i>	1,2 Introduce and Develop	<u>± 5 days</u> Understand that each successive number name refers to a quantity that is one larger.	<ul style="list-style-type: none"> Understand that 9 is greater than 8, 5 is greater than 4 etc. Name the number that is one more than the group you shown. Understand number names 	<ul style="list-style-type: none"> I can understand that numbers mean quantity. 	<ul style="list-style-type: none"> Teacher Resource on Number Sense Number Values JR. ABCYA

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				tell that groups are greater or less by counting.		
	1 Introduce	± 3 days Students will understand that addition is putting together and adding to.	<ul style="list-style-type: none"> Join and count groups on fingers or with objects. Draw groups that join. 	<ul style="list-style-type: none"> I can count groups with objects. 	<ul style="list-style-type: none"> Number relation Teacher Resource 	
	1 Introduce	± 3 days Students will understand subtraction as taking apart and taking from.	<ul style="list-style-type: none"> Draw groups that take apart. Take apart and count groups on fingers or with objects. 	<ul style="list-style-type: none"> I can subtract (take away/deduct) 	<ul style="list-style-type: none"> Balloon Pop Subtraction ABCYA 	

Quarter 1 Continued

Essential Learning Target: Students will be able to identify and describe shapes – ±7 Days

	Standards	DOK and Level of Learning	Over-arching concepts and estimated # of days on each	Assessed learning targets that students will know and be able to do		Resources
Week 9	K.G.1 K.G.2 K.G.5 <i>MP - Look for and make use of structure and reason abstractly and</i>	1 Introduce	± 3 days Students will identify and describe shapes square, circle, triangles, rectangles, hexagon, cube cones cylinders and spheres.	<ul style="list-style-type: none"> Name the shape of an object. Draw a 1 dimensional shape. 	<p>I can name a shape in an object.</p> <p>I can draw a shape.</p> <p>I am beginning to draw more than one shape.</p>	<ul style="list-style-type: none"> Shape Song: You Tube
				<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Subtraction Story

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	<i>abstractly (MP 7, 2)</i>	2 Develop	<p><u>± 2 days</u> Students will describe position of objects in the environment.</p> <p>Students will correctly name shape regardless of orientation.</p>	<ul style="list-style-type: none"> Find and name an object. Name an object even if it is moved around. 	I can describe where a shape is.	
		1 Introduce	<p><u>± 2 days</u> Students will model shapes in a world by building shapes from components (e.g. sticks and clay balls)</p>	<ul style="list-style-type: none"> Create, make and draw flat/2-D shapes. 	•	

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Quarter 2

Essential Learning Target: Student will be able to add and subtract within 5– ±13 Days

	Standards	DOK and Level of Learning	Over-arching concepts and estimated # of days on each	Assessed learning targets that students will know and be able to do	Resources
Weeks 1-3	CCSS.MATH.CONTENT.K.CC.A.2	2 Develop	± 3 days Students will count to 50, by 1's and 10's.	<ul style="list-style-type: none"> Count to 50 by ones. Count to 50 by 10's. 	Count to 20 Count to 30 Count to 50
	CCSS.MATH.CONTENT.K.CC.A.3	2 Introduce	± 3 days Students will count forward beginning from a given number within the known sequence instead of having to begin at 1.	<ul style="list-style-type: none"> Count forward starting at any number that is given to me from 1-50. 	<ul style="list-style-type: none"> Interactive Counting on number line Fuel The Brain
		1,2 Introduce	± 3 days Students will write numbers 0-20. Represent a number of objects with a written numeral 0-20 with zero representing a count of no objects.	<ul style="list-style-type: none"> Write the numbers from 1-20. Write the numbers that name how many objects in the group to 20. Show/explain what a group of zero looks like. 	Write numbers
	CCSS.MATH.CONTENT.K.CC.B.5	2 Introduce and Develop	± 3 days Students will count to tell the number of objects. Answer “how many” questions about as many as 20 things arranged in a line, an array or a circle. Given a number 1-20, students will count out that many objects.	<ul style="list-style-type: none"> Count random groups of objects up to groups of ten. Count “organized” objects that are in a group up to 20. Count out the correct number of objects to make a group up to 20. 	<ul style="list-style-type: none"> Teacher Reseource Engage NY Learn Zillion Lesson CC.B.5
		3 Reinforce	± 3 days Students will count to 50, by 1's and 10's.	<ul style="list-style-type: none"> Count to 50 by ones. Count to 50 by 10's. 	✓

Essential Learning Target: Students will be able to count by rote to 50 and representing up to 20 objects– ±12 Days

	Standards	DOK and Level of Learning	Over-arching concepts and estimated # of days on each	Assessed learning targets that students will know and be able to do	Resources
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Weeks 4-6	<p>K.OA.1 K.OA.2 K.OA.3</p> <p><i>MP - Model with mathematics</i> <i>Use appropriate tool strategically (MP4,5)</i></p>	2 Develop	<p>± 4 days Students will understand that addition is putting together and adding to, and understand subtraction as taking apart and taking from.</p>	<ul style="list-style-type: none"> Add and subtract in many ways (including fingers, objects pictures, sounds etc.). 	<p>http://www.mathplayground.com/addition_subtraction_games.html</p> <p>Composing Numbers Learn Zillion</p> <p>Moby Math</p>
		3,4 Develop & Reinforce	<p>± 7 days Students will solve addition and subtraction word problems, and add and subtract within 5 by using objects or drawings to represent the problem.</p>	<ul style="list-style-type: none"> Solve word problems the teacher gives me using addition and subtraction. Draw and show my word problem. 	<ul style="list-style-type: none"> WikiSpaces Common Core Math Resource NY Engage Teacher Resource
		2,3 Develop	<p>± 3 days Students will decompose numbers into pairs in more than one way, by using objects or drawings and record each decomposition by a drawing or equation. $5=2+3$ & $5=4+1$.</p>	<ul style="list-style-type: none"> Break apart a number from 1-10 and show it in different ways. 	<ul style="list-style-type: none"> Decomposing Numbers Number Bonds Make 10 Friends of Ten Lesson Plan The Friends of Ten Song Ten Frame Video

Kindergarten CCSSM Overview

Quarter 2 Continued

Essential Learning Target: Students will be able to describe and compare measurable attributes – ±10 Days

	Standards	DOK and Level of Learning	Over-arching concepts and estimated # of days on each	Assessed learning targets that students will know and be able to do	
Weeks 7 & 8	K.MD.1 K.MD.2 <i>MP - Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. (MP 3,5)</i>	2 Introduce	<u>± 5 days</u> Students will describe measurable attributes of objects, such as length or weight. Students will describe several measurable attributes of a single object.	<ul style="list-style-type: none"> Describe different ways to measure an object. 	Envision: Topic 9 (09) Topic 12 (12)
		2 Introduce	<u>± 5 days</u> Students will directly compare 2 objects with a measurable attribute in common to see which object has more of/less of the attributes and describe the difference.	<ul style="list-style-type: none"> Compare two objects by measurement and talk about how they are different. 	Envision: Topic 1 (09) Topic 13(12)

Essential Learning Target: Students will be able to compare numbers – ±9 Days

	Standards	DOK and Level of Learning	Over-arching concepts and estimated # of days on each	Assessed learning targets that students will know and be able to do
Week 9 & 1 st Week of 3 rd Quarter	K.CC.6 K.CC.7 <i>MP - Reason abstractly and quantitatively (MP2).</i>	2 Introduce	<u>±6 days</u> Students will identify whether the number of objects in one group is greater than, or equal to the number of objects in another group (up to 10 objects).	<ul style="list-style-type: none"> Practice matching and counting with objects up to 10.
		3,4 Develop and Reinforce	<u>±3 days</u> Students will compare two numbers between 1 and 10 presented as written numerals	<ul style="list-style-type: none"> Compare numbers and tell which is more and which is less counting in order

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Quarter 3

1 Week of Assessment Preparation and Administration Built into Schedule

Essential Learning Target: Students will understand addition and subtraction within 10 – ±11 Days

	Standards	DOK and Levels of Learning	Over-arching concepts and estimated # of days on each	Assessed learning targets that students will know and be able to do	
Weeks 2-4	K.OA.1 K.OA.2 K.OA.3 MP - Model with mathematics. Use appropriate tools strategically. Attend to precision. (MP 4,5,6)	2,3 Develop	<u>± 2 days</u> Students will represent addition to 10 with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions or equations.	<ul style="list-style-type: none"> Add in many ways (including fingers, objects, pictures, sounds, etc.) 	Envision: Topic 6 (09) Topic 2 (12)
		2,3 Develop	<u>± 3 days</u> Students will represent subtraction to 10 with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions or equations.	<ul style="list-style-type: none"> Subtract in many ways (including fingers, objects, pictures, sounds, etc.) 	http://www.mathplayground.com/addition_subtraction_games.html Moby Math Teacher Creative Resource
		3,4 Reinforce	<u>± 3 days</u> Students will solve addition and subtraction word problems within 10 using drawings and/or objects.	<ul style="list-style-type: none"> Solve word problems using addition and subtraction. 	http://www.mathplayground.com/addition_subtraction_games.html
			<u>± 3 days</u> Students will decompose numbers less than or equal to ten into pairs in more than one way using objects and/or drawings showing their work.	<ul style="list-style-type: none"> Take apart a number from 1 to 10 and show it in different ways. 	<ul style="list-style-type: none">

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Quarter 3 Continued

Essential Learning Target: Students will be able to classifying 2 and 3 dimensional shapes – ±10 Days

	Standards	DOK and Level of Learning	Over-arching concepts and estimated # of days on each	Assessed learning targets that students will know and be able to do	Resources
Weeks 5 & 6	K.MD. 3 K.G.3 K.G.4 MP- Construct viable arguments and critique the reasoning of others. Look for and make use of structure. (MP 3,7)	2,3 Develop	± 4 days Students will classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Less than or equal to 10.	<ul style="list-style-type: none"> Put objects into groups so that each group has something the same. Count objects in a group and put the groups in order from least to greatest. 	<ul style="list-style-type: none"> Core Envisions Envision: Topic 2 (09) Topic 15 (12)
		1,2 Introduce	± 3 days Students will identify and describe common shapes as two-dimensional (“flat”) or three dimensional (solid).	<ul style="list-style-type: none"> Name the flat 2-D shapes and the solid 3-D shapes. 	Envision: Topic 7 (09) Topic 14-16 (12)
		3,4 Reinforce	± 3 days Students will analysis and compare two- and three-dimensional shapes, in different sizes and orientations. Students will use informal language to describe their similarities, differences and other attributes.	<ul style="list-style-type: none"> Talk about the many parts of a flat (2-D) shape and tell what parts are the same and different. Talk about the many parts of a solid (3-D) shape and tell what parts are the same and different. 	Envision: Topic 9 (09) Topic 12 (12)

Essential Learning Target: Students will be able to compose 10 – ±6 Days

	Standards	DOK and Level of Learning	Over-arching concepts and estimated # of days on each	Assessed learning targets that students will know and be able to do
Week 7	K.OA. 4 MP - Look for and make use of structure. Look for and express regularity in repeated reasoning. (MP 7, 8)	2 Introduce and Develop	± 2 days Students will find the number that makes 10 when adding numbers from 1 to 9 by using objects, drawings or equations.	<ul style="list-style-type: none"> Given a number from 1 to 10, find the number to make 10 and show it in different ways.
		2 Introduce and Develop	± 2 days Students will decompose numbers less than or equal to 10 into pairs in more than one way by using objects, drawings or equations.	<ul style="list-style-type: none"> Break apart a number from 1 to 10 and show it in different ways.

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		3,4 Reinforce	± 2 days Students will understand addition as putting together and understand subtraction as taking apart and taking from.	<ul style="list-style-type: none"> Quickly and easily add and subtract any of the numbers from 1 to 10.
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Quarter 3 Continued

Essential Learning Target: Students will be able to count to 100 by 1's and 10's – ±5 Days

	Standards	DOK and Level of Learning	Over-arching concepts and estimated # of days on each	Assessed learning targets that students will know and be able to do
Week 8	K.CC.1 K.CC.2	2,3 Develop and Reinforce	± 3 days Students will count to 100 by ones and by tens.	<ul style="list-style-type: none"> Count to 100 by ones. Count to 100 by tens.
	MP - Look for and make use of structure. Look for and express regularity in repeated reasoning. (MP 7, 8)	4 Reinforce	± 2 days Students will count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<ul style="list-style-type: none"> Count forward starting at any number from 1 to 100.

Quarter 4

Essential Learning Target: Students will develop foundations of place value – ±11 Days

	Standards	DOK and Level of Learning	Over-arching concepts and estimated # of days on each	Assessed learning targets that students will know and be able to do
Weeks 1 & 2	K.NBT. 1	2 Introduce	5 days Students explore the structure of 10 ones and some ones using various strategies--such as ten frames and other manipulatives or drawings	<ul style="list-style-type: none"> Make discoveries about ten's and one's using manipulatives.
	MP- Model with mathematics. Look for and make use of structure. (MP 4,7)	3,4 Develop and Reinforce	± 6 days Students model "teen" numbers using explored strategies.	<ul style="list-style-type: none"> Model "teen" numbers in different ways.

Essential Learning Target: Students will model and compose shapes – ±10 Days

Kindergarten CCSSM Overview

	Standards	DOK and Level of Learning	Over-arching concepts and estimated # of days on each	Assessed learning targets that students will know and be able to do
Weeks 3 & 4	K.G.5 K.G.6 <i>MP - Model with mathematics. Attend to precision. (MP 4,6)</i>	2 Develop	<u>± 5 days</u> Students will model shapes in the world by building shapes from components (e.g., sticks, clay balls and drawing shapes).	<ul style="list-style-type: none"> Make and draw 2-D and 3-D shapes.
		3,4 Develop	<u>± 5 days</u> Students will compose simple shapes to form larger shapes (e.g., such as joining two triangles to make a rectangle).	<ul style="list-style-type: none"> Create larger shapes that I can name from more than one simple shape.
Essential Learning Target: Students will solving problems and demonstrate fluency within 5 – ±10 Days				
	Standards	DOK and Level of Learning	Over-arching concepts and estimated # of days on each	Assessed learning targets that students will know and be able to do
Weeks 5 & 6	K.OA. 2 K.OA. 5 <i>MP - Make sense of problems and persevere in solving them. Look for and express regularity in repeated reasoning. (MP 4,6)</i>	2,3 Reinforce	<u>± 5 days</u> Students will solve addition and subtraction word problems using drawings and objects to represent the problem.	<ul style="list-style-type: none"> Solve story problems using addition and subtraction.
		2,3 Reinforce	<u>± 5 days</u> Students will fluently add and subtract within 5.	<ul style="list-style-type: none"> Quickly and easily add and subtract any of the numbers 1-5.
<i>Close the year with review of essential concepts from the year and introduction to key concepts from next school year.</i>				