

Kindergarten

Trimester 1

Unit 1 - Numbers to 10 and 2D Shapes

Students will be able to:

- Identify, write, and sequence numbers zero through ten
- Count from zero to ten
- Name and create two dimensional shapes
- Create simple patterns using the two dimensional shapes
- Understand the relationship between numbers and quantities; connect counting to cardinality.
- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group
- Compare two numbers between 1 and 10 presented as written numerals
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1)
- Begin to understand composing and decomposing numbers zero through ten

Timeframe	Resources	
12 Weeks	<p><u>Technology</u></p> <ul style="list-style-type: none"> ● Appropriate apps ● Keynote on I pads to practice representing numbers ● Videos for class counting and shapes <ul style="list-style-type: none"> ○ Subitize to 5 ○ Subitizing ○ Show numbers in different ways ○ Shape game ○ Count to 10 ○ Shapes and sides <p><u>Manipulatives</u></p> <ul style="list-style-type: none"> ● Pattern Blocks ● Pennies ● Dice ● Five frame and ten frame ● Snap cubes 	<p><u>Other Resources</u></p> <ul style="list-style-type: none"> ● Trade books that involve counting and measurement <ul style="list-style-type: none"> ○ List 1 ○ List 2 ● Class Calendar ● Journal or teacher created journals ● Shape posters in the classroom ● Use supplemental games and activities as needed. ● Calendar Routine Ideas ● Additional Calendar Routine ideas
Assessment Window		
<p><u>Performance Assessments</u> (Until mastered) #0-5 2D Shapes #0-10</p> <p><u>Summative Assessments</u> Week 4 - 1A Week 6 - 1B Week 12 - 1C</p>		

<p>Numbers 0-5 (4 weeks)</p> <ul style="list-style-type: none"> • Count with class (working up to 100), count with small groups, count with students one on one • Do calendar everyday with class • Count the days we are in school. • Use a five frame • Read trade books that reinforce counting. • Practice forming the numbers (journal) • Model one-to-one correspondence with students using manipulatives <ul style="list-style-type: none"> ◦ Incorporate pennies as a one-to-one manipulative • Use illustrations to demonstrate 0-5 • Compare quantities of numbers (greater than, less than, equal to) • Introduce number bonds <ul style="list-style-type: none"> ◦ Use different representations of the numbers in number bonds (tally, pictures, written number, five frame). <p>Administer Unit 1A Summative Assessment - Numbers 0-5</p>	<p>2D Shapes (2 weeks)</p> <ul style="list-style-type: none"> • Continue to count with the class everyday, do calendar and count days of school. • Search for examples of shapes in the world around you • Teach the following shapes: circle, rectangle, square, triangle (corners and sides). • Analyze and compare 2D shapes in different sizes and orientations using informal language to describe their similarities, differences, parts and other attributes. • Model shapes in the world by building and drawing. • Use simple shapes to compose larger shapes using pattern blocks • Use shapes to make patterns • Draw and create concrete models of shapes • Use language to describe shapes, such as the number of sides. • Use pattern blocks to create pictures <p>Administer Unit 1B Summative Assessment - 2 Dimensional Shapes</p>	<p>Numbers 0-10 (6 weeks)</p> <ul style="list-style-type: none"> • Continue to count with the class every day, do calendar and count days of school • Use a ten frame • Practice forming the numbers (journal) • Read trade books that reinforce counting. • Model one-to-one correspondence with students using manipulatives <ul style="list-style-type: none"> ◦ Incorporate pennies as a one-to-one manipulative • Use illustrations to demonstrate 0-10 • Compare quantities of numbers (greater than, less than, equal to) • Count forward beginning from a given number • Introduce how many more to make 10 (composing and decomposing) • Continue number bonds <ul style="list-style-type: none"> ◦ Use different representations of the numbers in number ◦ Incorporate the words “and” and “is” with number bonds, guiding students towards creating number sentences <p>Administer Unit 1C Summative Assessment - Numbers 0-10</p>
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Trimester 2

Unit 2 – Numbers 0–20 and Measurement

Students will be able to:

- Describe measurable attributes of objects such as size, length, weight and capacity
- Classify objects into given categories (size, color, shape)
- Directly compare two objects with a measurable attribute in common
- Write numbers 0–20
- Represent a number of objects with a written numeral 0–20
- Understand the relationship between numbers and quantities; connect counting to cardinality.
- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group
- Compare two numbers between 1 and 20 presented as written numerals
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1)
- Continue to understand composing and decomposing numbers zero through ten

Timeframe	Resources	
12 Weeks	<p><u>Technology</u></p> <ul style="list-style-type: none"> ● Appropriate apps ● Keynote on I pads to practice representing numbers ● Online videos for math skills <ul style="list-style-type: none"> ○ Count to 20 ○ Count to 100 version 1 ○ Count to 100 version 2 ○ Count to 100 version 3 ○ Count to 100 version 4 ○ Count to 100 version 5 <p><u>Manipulatives</u></p> <ul style="list-style-type: none"> ● Balance scales to compare weights of objects ● Various containers for capacity ● Pennies and dimes ● Dice ● Five frames / Ten frames ● Double tens frames ● Snap cubes 	<p><u>Other Resources</u></p> <ul style="list-style-type: none"> ● Trade books that involve counting and measurement <ul style="list-style-type: none"> ○ List 1 ○ List 2 ● Class Calendar ● Journal or teacher created journals ● Shape posters in the classroom ● Use supplemental games and activities as needed. <ul style="list-style-type: none"> ○ Free Number Puzzles ● Calendar Routine Ideas, Additional Calendar Routine ideas
Assessment Window		
<p><u>Performance Assessments</u> (Until mastered) 2D Shapes Numbers 11–20</p> <p><u>Summative Assessments</u> Week 15/16 - 2A Week 17/18 - 2B Week 24 - 2C</p>		

<p>Measurement (3.5 weeks)</p> <ul style="list-style-type: none"> • Continue to count with the class everyday, do calendar and count days of school. • Compare objects, people etc. to identify longer/taller versus shorter. • Measure weight using a balance to identify heavy versus light objects. • Measure capacity using containers of different sizes to identify what holds more versus holds less. • Compare two objects with a measurable attribute in common and describe the difference. • Create activities that involve sorting of objects based on different attributes (colors, size, shapes, types of animals etc.) to develop pre-data collection skills. <ul style="list-style-type: none"> ◦ Extend this skill by introducing bar graphing with items (not assessed). <p>Administer Unit 2A Summative Assessment- Measurement</p>	<p>Numbers 1-10 (Review) (2.5 weeks)</p> <ul style="list-style-type: none"> • Continue to count with the class everyday, do calendar and count days of school. • Composing and decomposing numbers to 10 <ul style="list-style-type: none"> ◦ Number bonds • Continue how many more to make 10 (ex: I have 8, how many more do I need to make 10) <ul style="list-style-type: none"> ◦ Using ten frames <p>Administer Unit 1A Summative Assessment - Numbers 0-10 Review</p>	<p>Numbers 11-20 (And Beyond) (6 weeks)</p> <ul style="list-style-type: none"> • Continue to count with the class everyday, do calendar and count days of school. <ul style="list-style-type: none"> ◦ Begin skip counting this unit on class hundreds chart • Use two tens frames and base tens blocks to represent numbers • Practice forming the numbers (journal) • Model one-to-one correspondence with students using manipulatives <ul style="list-style-type: none"> ◦ Incorporate pennies as a one-to-one manipulative, and add dimes. • Use illustrations to demonstrate 0-20 • Compare quantities of numbers (greater than, less than, equal to) • Count forward beginning from a given number • Introduce how many more to make 20 (composing and decomposing) • Continue number bonds <ul style="list-style-type: none"> ◦ Use different representations of the numbers in number ◦ Incorporate the words “and” and “is” with number bonds, guiding students towards creating number sentences. • If students demonstrate proficiency in the Unit 2 11-20 Assessment, move the class on towards 100 with the remainder of time. Assessment 2.4 can be used to assess these students. <ul style="list-style-type: none"> ◦ Continue counting to 100 ◦ Recognizing to 100 ◦ Utilize base ten blocks and tens frames. ◦ Enrich students with number bonds over 20, supported with manipulatives <p>Administer Unit 1A Summative Assessment - Numbers 11-20</p>
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Trimester 3

Unit 3 – Operations, Counting and 3D Shapes

Students will be able to:

- Describe objects in the environment using names of shapes
- Correctly name shapes
- Identify shapes as two dimensional and three dimensional
- Compare and contrast sides and faces of two and three dimensional shapes
- Model two and three dimensional shapes in the world through building and drawing
- Represent addition and subtraction through pictures
- Decompose numbers less than or equal to ten
- Fluently add and subtract within five
- Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.

Timeframe	Resources
12 weeks	<p><u>Technology</u></p> <ul style="list-style-type: none"> ● Appropriate apps ● Keynote on I pads to practice representing numbers ● Online videos for math skills <ul style="list-style-type: none"> ○ Count by tens ○ Money Song ○ Skip count by tens <p><u>Manipulatives</u></p> <ul style="list-style-type: none"> ● Multiple 3D Solid block sets for each classroom ● Dice <p><u>Other Resources</u></p> <ul style="list-style-type: none"> ● Trade books that involve counting and measurement <ul style="list-style-type: none"> ○ List 1 ○ List 2 ● Class Calendar ● Journal or teacher created journals ● Shape posters in the classroom ● Use supplemental games and activities as needed. <ul style="list-style-type: none"> ○ Free Number Puzzles ● Calendar Routine Ideas, Additional Calendar Routine ideas
Assessment Window	
<p><u>Performance Assessments</u> (Until mastered) 2D Shapes 3D Shapes</p> <p><u>Summative Assessments</u> Week 27 – 3A Week 33 – 3B Week 36 – 3C</p>	

<p><u>3D Shapes and Positional Words (3 weeks)</u></p> <ul style="list-style-type: none">• Review names and elements of 2D shapes (circle, rectangle, square, triangle) (corners and sides)• Create anchor charts and display posters of the the 3D shapes (cone, cube, cylinder, sphere, rectangular prism)• Identify shapes as 2D or 3D• Analyze and compare 3D shapes in different sizes and orientations using informal language to describe their similarities, differences, parts, and other attributes• Model shapes in the world by building and drawing 3D shapes (play doh, toothpicks, magnets)• Give students opportunities to hold 3D solids and decide what shapes are used to construct them• Find examples of 3D shapes in real life.• Use 3D solids to demonstrate positions in different arrangements.• Describe the relative positions of objects using the following terms: above, below, beside, in front, behind, next to <p>Administer Unit 3A Summative Assessment - 3D Shapes</p>	<p><u>Addition and Subtraction (6 weeks)</u></p> <ul style="list-style-type: none">• Revisit number bonds with students• Use connecting cubes to demonstrate bar modeling of addition and subtraction• Represent addition and subtraction with objects<ul style="list-style-type: none">◦ Mental images, drawings, acting out situations, expressions or equations• Find the number that makes 10 for any number from 1-9 by using objects or drawings• Solve addition and subtraction word problems within 10 by using objects or drawings <p>Administer Unit 3B Summative Assessment- Addition</p> <p>Administer Unit 2A Summative Assessment- Subtraction</p>	<p><u>Skip Counting (3 weeks)</u></p> <ul style="list-style-type: none">• Focus on skip counting by 10's. Use skip counting by 2's and 5's as enrichment• Use a hundreds chart to highlight number patterns through 100.• Play songs and counting videos for repetition.• Have students count and highlight skip counting patterns on hundreds charts.• Use skip counting number puzzles.• Count using pennies, nickels and dimes <p>No District Assessment</p>
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