

<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>Mathematics</b></p> <p><b>September</b></p> <p><b>Topic 1: Numbers 0 to 5</b></p> <p><b>Domain:</b> Counting and Cardinality</p> <p><b>Cluster:</b> Know number names and the count sequence; Count to tell the number of objects.</p>	<p><i>Standards for Mathematical Practice:</i></p> <ul style="list-style-type: none"> <li>· Make sense of problems and persevere in solving them.</li> <li>· Reason abstractly and quantitatively.</li> <li>· Construct viable arguments and critique the reasoning of others.</li> <li>· Model with mathematics.</li> <li>· Use appropriate tools strategically.</li> <li>· Attend to precision.</li> <li>· Look for and make use of structure.</li> <li>· Look for and express regularity in repeated reasoning.</li> </ul> <p><i>Story: Count the Eggs</i></p>		
<b>Big Idea</b>	<b>Benchmark: Instructional Essential Standards</b>	<b>Essential Understanding</b>	<b>Vocabulary</b>
<p><u>Number Uses, Classification, and Representation:</u> Numbers can be used for different purposes, and numbers can be classified and represented in different ways.</p> <p><u>Numbers and the Number Line:</u> The set of real numbers is infinite and ordered. Whole numbers, integers, and fractions are real numbers. Each real number can be associated with a unique point on the number line.</p> <p><u>Equivalence:</u> Any number, measure, numerical expression, algebraic expression, or equation can be represented in an infinite number of ways that have the same value.</p>	<p><b>K.CC.B.4a</b> Understand the relationship between numbers and quantities; connect counting to cardinality. 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><b>K.CC.B.5</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p><b>K.CC.A.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>	<p><u>1-1:</u> Count 1, 2, and 3</p> <p><u>1-2:</u> Recognize 1, 2, and 3 in Different Arrangements</p> <p><u>1-3:</u> Read and Write 1, 2, and 3</p> <p><u>1-4:</u> Count 4 and 5</p> <p><u>1-5:</u> Recognize 4 and 5 in Different Arrangements</p> <p><u>1-6:</u> Read and Write 4 and 5</p> <p><u>1-7:</u> Identify the Number 0</p> <p><u>1-8:</u> Read and Write 0</p> <p><u>1-9:</u> Ways to Make 5</p>	<p>count, one, two, three, number, four, five, zero, none, whole, part, order</p>

\*See curriculum for specific number of days for each unit.

<p><u>Practices, Processes, and Proficiencies:</u> Mathematics content and practices can be applied to solve problems.</p>	<p><b>K.OA.A.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>	<p><u>1-10:</u> Count Numbers to 5 <u>1-11:</u> Construct Arguments</p>	
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<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>Mathematics</b></p> <p><b>October</b></p> <p><b>Topic 2: Compare Numbers 0 to 5</b></p> <p><b>Domain:</b> Counting and Cardinality</p> <p><b>Cluster:</b> Compare numbers.</p>	<p><i>Standards for Mathematical Practice:</i></p> <ul style="list-style-type: none"> <li>· Make sense of problems and persevere in solving them.</li> <li>· Reason abstractly and quantitatively.</li> <li>· Construct viable arguments and critique the reasoning of others.</li> <li>· Model with mathematics.</li> <li>· Use appropriate tools strategically.</li> <li>· Attend to precision.</li> <li>· Look for and make use of structure.</li> <li>· Look for and express regularity in repeated reasoning.</li> </ul> <p><i>Story: I am Anna</i></p>		
<p><b>Big Idea</b></p>	<p><b>Benchmark: Instructional Essential Standards</b></p>	<p><b>Essential Understanding</b></p>	<p><b>Vocabulary</b></p>
<p><u>Number Uses, Classification, and Representation:</u> Numbers can be used for different purposes, and numbers can be classified and represented in different ways.</p> <p><u>Numbers and the Number Line:</u> The set of real numbers is infinite and ordered. Whole numbers, integers, and fractions are real numbers. Each real number can be associated with a unique point on the number line.</p> <p><u>Comparison and Relationships:</u> Numbers, expressions, measures, and objects can be compared and related to other numbers, expressions, measures, and objects in different ways.</p> <p><u>Practices, Processes, and Proficiencies:</u> Mathematics content and practices can be applied to solve problems.</p>	<p><b>K.CC.C.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p><b>K.CC.C.7</b> Compare two numbers between 1 and 10 presented as written numerals.</p>	<p><b>2-1:</b> Equal Groups <b>2-2:</b> Greater Than <b>2-3:</b> Less Than <b>2-4:</b> Compare Groups to 5 by Counting <b>2-5:</b> Compare Numbers to 5 <b>2-6:</b> Model with Math</p>	<p>equal, same number as, compare, group, greater than, less than, model</p>

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<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>Mathematics</b></p> <p><b>October/November</b></p> <p><b>Topic 3: Numbers 6 to 10</b></p> <p><b>Domain:</b> Counting and Cardinality</p> <p><b>Cluster:</b> Know number names and the count sequence; Count to tell the number of objects.</p>	<p><i>Standards for Mathematical Practice:</i></p> <ul style="list-style-type: none"> <li>· Make sense of problems and persevere in solving them.</li> <li>· Reason abstractly and quantitatively.</li> <li>· Construct viable arguments and critique the reasoning of others.</li> <li>· Model with mathematics.</li> <li>· Use appropriate tools strategically.</li> <li>· Attend to precision.</li> <li>· Look for and make use of structure.</li> <li>· Look for and express regularity in repeated reasoning.</li> </ul> <p><i>Story: Fun in the Sun</i></p>		
<b>Big Idea</b>	<b>Benchmark: Instructional Essential Standards</b>	<b>Essential Understanding</b>	<b>Vocabulary</b>
<p><u>Number Uses, Classification, and Representation:</u> Numbers can be used for different purposes, and numbers can be classified and represented in different ways.</p> <p><u>Equivalence:</u> Any number, measure, numerical expression, algebraic expression, or equation can be represented in an infinite number of ways that have the same value.</p> <p><u>Practices, Processes, and Proficiencies:</u> Mathematics content and practices can be applied to solve problems.</p>	<p><b>K.CC.B.4a</b> Understand the relationship between numbers and quantities; connect counting to cardinality. 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><b>K.CC.A.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p><b>K.CC.B.5</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>	<p><b>3-1:</b> Count 6 and 7 <b>3-2:</b> Read and Write 6 and 7 <b>3-3:</b> Count 8 and 9 <b>3-4:</b> Read and Write 8 and 9 <b>3-5:</b> Count 10 <b>3-6:</b> Read and Write 10 <b>3-7:</b> Ways to Make 10 <b>3-8:</b> Look For and Use Structure</p>	<p>six, seven, eight, nine, ten</p>

\*See curriculum for specific number of days for each unit.

	<p><b>K.OA.A.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>		
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<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>Mathematics</b></p> <p><b>November</b></p> <p><b>Topic 4: Compare Numbers 0 to 10</b></p> <p><b>Domain:</b> Counting and Cardinality</p> <p><b>Cluster:</b> Compare Numbers</p>	<p><i>Standards for Mathematical Practice:</i></p> <ul style="list-style-type: none"> <li>· Make sense of problems and persevere in solving them.</li> <li>· Reason abstractly and quantitatively.</li> <li>· Construct viable arguments and critique the reasoning of others.</li> <li>· Model with mathematics.</li> <li>· Use appropriate tools strategically.</li> <li>· Attend to precision.</li> <li>· Look for and make use of structure.</li> <li>· Look for and express regularity in repeated reasoning.</li> </ul> <p><i>Story: Jake's Garden</i></p>		
<b>Big Idea</b>	<b>Benchmark: Instructional Essential Standards</b>	<b>Essential Understanding</b>	<b>Vocabulary</b>
<p><u>Comparison and Relationships:</u> Numbers, expressions, measures, and objects can be compared and related to other numbers, expressions, measures, and objects in different ways.</p> <p><u>Practices, Processes, and Proficiencies:</u> Mathematics content and practices can be applied to solve problems.</p>	<p><b>K.CC.C.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p><b>K.CC.C.7</b> Compare two numbers between 1 and 10 presented as written numerals.</p>	<p><b>4-1:</b> Compare Groups to 10 <b>4-2:</b> Compare Numbers Using Numerals to 10 <b>4-3:</b> Compare Groups of 10 by Counting <b>4-4:</b> Compare Numbers to 10 <b>4-5:</b> Count Numbers to 10 <b>4-6:</b> Repeated Reasoning</p>	<p>(none)</p>

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<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>Mathematics</b></p> <p><b>December</b></p> <p><b>Topic 5: Classify and Count Data</b></p> <p><b>Domain:</b> Measurement and Data</p> <p><b>Cluster:</b> Classify objects and count the number of objects in each category.</p>	<p><i>Standards for Mathematical Practice:</i></p> <ul style="list-style-type: none"> <li>· Make sense of problems and persevere in solving them.</li> <li>· Reason abstractly and quantitatively.</li> <li>· Construct viable arguments and critique the reasoning of others.</li> <li>· Model with mathematics.</li> <li>· Use appropriate tools strategically.</li> <li>· Attend to precision.</li> <li>· Look for and make use of structure.</li> <li>· Look for and express regularity in repeated reasoning.</li> </ul> <p><i>Story: Sydney's Socks</i></p>		
<b>Big Idea</b>	<b>Benchmark: Instructional Essential Standards</b>	<b>Essential Understanding</b>	<b>Vocabulary</b>
<p><u>Number Uses, Classification, and Representation:</u> Numbers can be used for different purposes, and numbers can be classified and represented in different ways.</p> <p><u>Comparison and Relationships:</u> Numbers, expressions, measures, and objects can be compared and related to other numbers, expressions, measures, and objects in different ways.</p> <p><u>Data Collection and Representation:</u> Some questions can be answered by collecting and analyzing data, and the question to be answered determines the data that need to be collected and how best to collect the data.</p>	<p><b>K.MD.B.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p><b>K.CC.B.5</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p><b>K.CC.C.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p><b>K.CC.C.7</b> Compare two numbers between 1 and 10 presented as written numerals.</p>	<p><b>5-1:</b> Classify Objects into Categories</p> <p><b>5-2:</b> Count the Number of Objects in Each Category</p> <p><b>5-3:</b> Sort the Categories by Counting</p> <p><b>5-4:</b> Critique Reasoning</p>	<p>category, classify, chart, tally mark</p>

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Data can be represented visually using tables, charts, and graphs. The type of data determines the best choice of visual representation.

Practices, Processes, and Proficiencies: Mathematics content and practices can be applied to solve problems.

<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>Mathematics</b></p> <p><b>December/January</b></p> <p><b>Topic 6: Understand Addition</b></p> <p><b>Domain:</b> Operations and Algebraic Thinking</p> <p><b>Cluster:</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p>	<p><i>Standards for Mathematical Practice:</i></p> <ul style="list-style-type: none"> <li>· Make sense of problems and persevere in solving them.</li> <li>· Reason abstractly and quantitatively.</li> <li>· Construct viable arguments and critique the reasoning of others.</li> <li>· Model with mathematics.</li> <li>· Use appropriate tools strategically.</li> <li>· Attend to precision.</li> <li>· Look for and make use of structure.</li> <li>· Look for and express regularity in repeated reasoning.</li> </ul> <p><i>Story: Danny Sings</i></p>		
<b>Big Idea</b>	<b>Benchmark: Instructional Essential Standards</b>	<b>Essential Understanding</b>	<b>Vocabulary</b>
<p><u>Operation Meanings and Relationships:</u> There are multiple interpretations of addition, subtraction, multiplication, and division or rational numbers, and each operation is related to other operations.</p> <p><u>Variables, Expressions, and Equations:</u> Letters and symbols, called variables, can be used to stand for a number or any number from a particular set of numbers. Some mathematical and real-world situations can be represented using variables, operations, and numbers in expressions and equations.</p> <p><u>Patterns, Relations, and Functions:</u> Relationships can</p>	<p><b>K.OA.A.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><b>K.OA.A.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><b>K.OA.A.5</b> Fluently add and subtract within 5.</p>	<p><b>6-1:</b> Explore Addition <b>6-2:</b> Represent Addition as Adding To <b>6-3:</b> Represent Addition as Putting Together <b>6-4:</b> Use the Plus Sign <b>6-5:</b> Represent and Explain Addition with Equations <b>6-6:</b> Continue to Represent and Explain Addition with Equations <b>6-7:</b> Solve Addition Word</p>	<p>join, in all, addition sentence, add, plus sign (+), equal sign (=), sum, equation</p>

\*See curriculum for specific number of days for each unit.

<p>be described and generalizations made for mathematical situations that have numbers or objects that repeat in predictable ways. For some relationships, mathematical expressions and equations can be used to describe how members of one set are related to members of a second set.</p> <p><u>Practices, Processes, and Proficiencies</u>: Mathematics content and practices can be applied to solve problems.</p>		<p>Problems: Add To  <u>6-8</u>: Solve Addition Word Problems: Put Together  <u>6-9</u>: Use Patterns to Develop Fluency in Addition  <u>6-10</u>: Model with Math</p>	
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<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>Mathematics</b></p> <p><b>January</b></p> <p><b>Topic 7: Understand Subtraction</b></p> <p><b>Domain:</b> Operations and Algebraic Thinking</p> <p><b>Cluster:</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p>	<p><i>Standards for Mathematical Practice:</i></p> <ul style="list-style-type: none"> <li>· Make sense of problems and persevere in solving them.</li> <li>· Reason abstractly and quantitatively.</li> <li>· Construct viable arguments and critique the reasoning of others.</li> <li>· Model with mathematics.</li> <li>· Use appropriate tools strategically.</li> <li>· Attend to precision.</li> <li>· Look for and make use of structure.</li> <li>· Look for and express regularity in repeated reasoning.</li> </ul> <p><i>Story: Where's My Fish?</i></p>		
<b>Big Idea</b>	<b>Benchmark: Instructional Essential Standards</b>	<b>Essential Understanding</b>	<b>Vocabulary</b>
<p><u>Operation Meanings and Relationships:</u> There are multiple interpretations of addition, subtraction, multiplication, and division of rational numbers, and each operation is related to other operations.</p> <p><u>Variables, Expressions, and Equations:</u> Letters and symbols, called variables, can be used to stand for a number or any number from a particular set of numbers. Some mathematical and real-world situations can be represented using variables, operations, and numbers in expressions and equations.</p>	<p><b>K.OA.A.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><b>K.OA.A.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><b>K.OA.A.5</b> Fluently add and subtract within 5.</p>	<p><u>7-1:</u> Explore Subtraction</p> <p><u>7-2:</u> Represent Subtraction as Taking Apart</p> <p><u>7-3:</u> Represent Subtraction as Taking From</p> <p><u>7-4:</u> Use the Minus Sign</p> <p><u>7-5:</u> Represent and Explain Subtraction with Equations</p> <p><u>7-6:</u> Continue to Represent and Explain Subtraction with Equations</p> <p><u>7-7:</u> Solve Subtraction</p>	<p>left, separate, minus sign (-), subtract, take away, difference, subtraction sentence</p>

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<p><u>Patterns, Relations, and Functions</u>: Relationships can be described and generalizations made for mathematical situations that have numbers or objects that repeat in predictable ways. For some relationships, mathematical expressions and equations can be used to describe how members of one set are related to members of a second set.</p> <p><u>Practices, Processes, and Proficiencies</u>: Mathematics content and practices can be applied to solve problems.</p>		<p>Word Problems: Take From</p> <p><u>7-8</u>: Use Patterns to Develop Fluency in Subtraction</p> <p><u>7-9</u>: Use Appropriate Tools</p>	
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<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>Mathematics</b></p> <p><b>February</b></p> <p><b>Topic 8: More Addition and Subtraction</b></p> <p><b>Domain:</b> Operations and Algebraic Thinking</p> <p><b>Cluster:</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p>	<p><i>Standards for Mathematical Practice:</i></p> <ul style="list-style-type: none"> <li>· Make sense of problems and persevere in solving them.</li> <li>· Reason abstractly and quantitatively.</li> <li>· Construct viable arguments and critique the reasoning of others.</li> <li>· Model with mathematics.</li> <li>· Use appropriate tools strategically.</li> <li>· Attend to precision.</li> <li>· Look for and make use of structure.</li> <li>· Look for and express regularity in repeated reasoning.</li> </ul> <p><i>Story: Ruby and Sue Share Flowers</i></p>		
<b>Big Idea</b>	<b>Benchmark: Instructional Essential Standards</b>	<b>Essential Understanding</b>	<b>Vocabulary</b>
<p><u>Equivalence:</u> Any number, measure, numerical expression, algebraic expression, or equation can be represented in an infinite number of ways that have the same value.</p> <p><u>Operation Meanings and Relationships:</u> There are multiple interpretations of addition, subtraction, multiplication, and division of rational numbers, and each operation is related to other operations.</p> <p><u>Basic Facts and Algorithms:</u> There is more than one algorithm for each of the operations with rational numbers. Some strategies for</p>	<p><b>K.OA.A.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p><b>K.OA.A.5</b> Fluently add and subtract within 5.</p> <p><b>K.OA.A.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><b>K.OA.A.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using</p>	<p><b>8-1:</b> Make Numbers 11 to 19</p> <p><b>8-2:</b> Numbers Made with Tens</p> <p><b>8-3:</b> Count with Groups of Tens and Leftovers</p> <p><b>8-4:</b> Tens and Ones</p> <p><b>8-5:</b> Continue with Tens and Ones</p> <p><b>8-6:</b> Look For and Use Structure</p> <p><b>8-7:</b> Look For and Use Structure</p> <p><b>8-8:</b> Look For and Use Structure</p>	<p>break apart, operation</p>

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<p>basic facts and most algorithms for operations with rational numbers, both mental math and paper and pencil, use equivalence to transform calculations into simpler ones.</p> <p><u>Practices, Processes, and Proficiencies</u>: Mathematics content and practices can be applied to solve problems.</p>	<p>objects or drawings to represent the problem.</p> <p><a href="#">K.OA.A.4</a> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p>	<p><u>8-9</u>: Look For and Use Structure</p> <p><u>8-10</u>: Look For and Use Structure</p>	
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<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>Mathematics</b></p> <p><b>February</b></p> <p><b>Topic 9: Count Numbers to 20</b></p> <p><b>Domain: Counting and Cardinality</b></p> <p><b>Cluster:</b> Know number names and the count sequence; Count to tell the number of objects.</p>	<p><i>Standards for Mathematical Practice:</i></p> <ul style="list-style-type: none"> <li>· Make sense of problems and persevere in solving them.</li> <li>· Reason abstractly and quantitatively.</li> <li>· Construct viable arguments and critique the reasoning of others.</li> <li>· Model with mathematics.</li> <li>· Use appropriate tools strategically.</li> <li>· Attend to precision.</li> <li>· Look for and make use of structure.</li> <li>· Look for and express regularity in repeated reasoning.</li> </ul> <p><i>Story: Favorite Things</i></p>		
<b>Big Idea</b>	<b>Benchmark: Instructional Essential Standards</b>	<b>Essential Understanding</b>	<b>Vocabulary</b>
<p><u>Number Uses, Classification, and Representation:</u> Numbers can be used for different purposes, and numbers can be classified and represented in different ways.</p> <p><u>The Base-Ten Numeration System:</u> The base-ten numeration system is a scheme for recording numbers using digits 0-9, groups of ten, and place value.</p> <p><u>Equivalence:</u> Any number, measure, numerical expression, algebraic expression, or equation can be represented in an infinite number of ways that have the same value.</p>	<p><b>K.CC.A.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p><b>K.CC.B.5</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p><b>K.CC.A.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	<p><b>9-1:</b> Count and Write 11 and 12 <b>9-2:</b> Count and Write 13, 14, and 15 <b>9-3:</b> Count and Write 16 and 17 <b>9-4:</b> Count and Write 18, 19, and 20 <b>9-5:</b> Count Forward from Any Number to 20 <b>9-6:</b> Count to Find How Many <b>9-7:</b> Reasoning</p>	<p>eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, row</p>

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Comparison and Relationships:

Numbers, expressions, measures, and objects can be compared and related to other numbers, expressions, measures, and objects in different ways.

Patterns, Relations, and

Functions: Relationships can be described and generalizations made for mathematical situations that have numbers or objects that repeat in predictable ways. For some relationships, mathematical expressions and equations can be used to describe how members of one set are related to members of a second set.

Practices, Processes, and

Proficiencies: Mathematics content and practices can be applied to solve problems.

<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>Mathematics</b></p> <p><b>March</b></p> <p><b>Topic 10: Compose and Decompose Numbers 11 to 19</b></p> <p><b>Domain:</b> Number and Operations in Base Ten</p> <p><b>Cluster:</b> Work with numbers 11-19 to gain foundations for place value.</p>	<p><i>Standards for Mathematical Practice:</i></p> <ul style="list-style-type: none"> <li>· Make sense of problems and persevere in solving them.</li> <li>· Reason abstractly and quantitatively.</li> <li>· Construct viable arguments and critique the reasoning of others.</li> <li>· Model with mathematics.</li> <li>· Use appropriate tools strategically.</li> <li>· Attend to precision.</li> <li>· Look for and make use of structure.</li> <li>· Look for and express regularity in repeated reasoning.</li> </ul> <p><i>Story: Andy's Nature Walk</i></p>		
<p><b>Big Idea</b></p>	<p><b>Benchmark:</b> <b>Instructional Essential Standards</b></p>	<p><b>Essential Understanding</b></p>	<p><b>Vocabulary</b></p>
<p><u>Number Uses, Classification, and Representation:</u> Numbers can be used for different purposes, and numbers can be classified and represented in different ways.</p> <p><u>The Base-Ten Numeration System:</u> The base-ten numeration system is a scheme for recording numbers using digits 0-9, groups of ten, and place value.</p> <p><u>Equivalence:</u> Any number, measure, numerical expression, algebraic expression, or equation can be represented in an infinite number of ways that have the same value.</p>	<p><b>K.NBT.A.1</b> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p><u>10-1:</u> Make 11, 12, and 13 <u>10-2:</u> Make 14, 15, and 16 <u>10-3:</u> Make 17, 18, and 19 <u>10-4:</u> Find Parts of 11, 12, and 13 <u>10-5:</u> Find Parts of 14, 15, and 16 <u>10-6:</u> Find Parts of 17, 18, and 19 <u>10-7:</u> Look For and Use Structure</p>	<p>How many more?</p>

\*See curriculum for specific number of days for each unit.

Patterns, Relations, and Functions: Relationships can be described and generalizations made for mathematical situations that have numbers or objects that repeat in predictable ways. For some relationships, mathematical expressions and equations can be used to describe how members of one set are related to members of a second set.

Practices, Processes, and Proficiencies: Mathematics content and practices can be applied to solve problems.

*\*See curriculum for specific number of days for each unit.*

<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>Mathematics</b></p> <p><b>March</b></p> <p><b>Topic 11: Count Numbers to 100</b></p> <p><b>Domain:</b> Counting and Cardinality</p> <p><b>Cluster:</b> Know number names and the count sequence.</p>	<p><i>Standards for Mathematical Practice:</i></p> <ul style="list-style-type: none"> <li>· Make sense of problems and persevere in solving them.</li> <li>· Reason abstractly and quantitatively.</li> <li>· Construct viable arguments and critique the reasoning of others.</li> <li>· Model with mathematics.</li> <li>· Use appropriate tools strategically.</li> <li>· Attend to precision.</li> <li>· Look for and make use of structure.</li> <li>· Look for and express regularity in repeated reasoning.</li> </ul> <p><i>Story: Busy, Busy Bee</i></p>		
<b>Big Idea</b>	<b>Benchmark: Instructional Essential Standards</b>	<b>Essential Understanding</b>	<b>Vocabulary</b>
<p><u>Number Uses, Classification, and Representation:</u> Numbers can be used for different purposes, and numbers can be classified and represented in different ways.</p> <p><u>The Base-Ten Numeration System:</u> The base-ten numeration system is a scheme for recording numbers using digits 0-9, groups of ten, and place value.</p> <p><u>Patterns, Relations, and Functions:</u> Relationships can be described and generalizations made for mathematical situations that have numbers or objects that repeat in predictable ways. For some relationships, mathematical expressions and</p>	<p><b>K.CC.A.1</b> Count to 100 by ones and by tens.</p> <p><b>K.CC.A.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	<p><b>11-1:</b> Count Using Patterns to 30</p> <p><b>11-2:</b> Count Using Patterns to 50</p> <p><b>11-3:</b> Count by Tens to 100</p> <p><b>11-4:</b> Count by Tens and Ones</p> <p><b>11-5:</b> Count Forward from Any Number to 100</p> <p><b>11-6:</b> Count Using Patterns to 100</p> <p><b>11-7:</b> Look For and Use Structure</p>	<p>pattern, ones, tens, column, hundred chart, decade</p>

\*See curriculum for specific number of days for each unit.

<p>equations can be used to describe how members of one set are related to members of a second set.</p> <p><u>Practices, Processes, and Proficiencies:</u> Mathematics content and practices can be applied to solve problems.</p>			
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*\*See curriculum for specific number of days for each unit.*

<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>Mathematics</b></p> <p><b>April</b></p> <p><b>Topic 12: Identify and Describe Shapes</b></p> <p><b>Domain:</b> Geometry</p> <p><b>Cluster:</b> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p>	<p><i>Standards for Mathematical Practice:</i></p> <ul style="list-style-type: none"> <li>· Make sense of problems and persevere in solving them.</li> <li>· Reason abstractly and quantitatively.</li> <li>· Construct viable arguments and critique the reasoning of others.</li> <li>· Model with mathematics.</li> <li>· Use appropriate tools strategically.</li> <li>· Attend to precision.</li> <li>· Look for and make use of structure.</li> <li>· Look for and express regularity in repeated reasoning.</li> </ul> <p><i>Story: Shape Hop</i></p>		
<b>Big Idea</b>	<b>Benchmark: Instructional Essential Standards</b>	<b>Essential Understanding</b>	<b>Vocabulary</b>
<p><u>Geometric Figures:</u> Two- and three-dimensional objects with or without curved surfaces can be described, classified, and analyzed by their attributes. An object's location in space can be described quantitatively.</p> <p><u>Practices, Processes, and Proficiencies:</u> Mathematics content and practices can be applied to solve problems.</p>	<p><b>K.G.A.3</b> Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p><b>K.G.A.2</b> Correctly name shapes regardless of their orientations or overall size.</p> <p><b>K.G.A.1</b> 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.</p>	<p><u>12-1:</u> Two-Dimensional (2-D) and Three Dimensional (3-D) Shapes</p> <p><u>12-2:</u> Circles and Triangles</p> <p><u>12-3:</u> Squares and Other Rectangles</p> <p><u>12-4:</u> Hexagons</p> <p><u>12-5:</u> Solid Figures</p> <p><u>12-6:</u> Describe Shapes in the Environment</p> <p><u>12-7:</u> Describe the Position of Shapes in the Environment</p> <p><u>12-8:</u> Precision</p>	<p>sort, two-dimensional shape, three dimensional shape, circle, triangle, side, vertex (vertices), square, rectangle, hexagon, sphere, cube, cone, cylinder, in front of, behind, next to, above, below, beside</p>

\*See curriculum for specific number of days for each unit.

<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>Mathematics</b></p> <p><b>April/May</b></p> <p><b>Topic 13: Analyze, Compare, and Create Shapes</b></p> <p><b>Domain:</b> Geometry</p> <p><b>Cluster:</b> Analyze, compare, create, and compose shapes.</p>	<p><i>Standards for Mathematical Practice:</i></p> <ul style="list-style-type: none"> <li>· Make sense of problems and persevere in solving them.</li> <li>· Reason abstractly and quantitatively.</li> <li>· Construct viable arguments and critique the reasoning of others.</li> <li>· Model with mathematics.</li> <li>· Use appropriate tools strategically.</li> <li>· Attend to precision.</li> <li>· Look for and make use of structure.</li> <li>· Look for and express regularity in repeated reasoning.</li> </ul> <p><i>Story: Lin's Messy Room</i></p>		
<p><b>Big Idea</b></p>	<p><b>Benchmark:</b> <b>Instructional Essential Standards</b></p>	<p><b>Essential Understanding</b></p>	<p><b>Vocabulary</b></p>
<p><u>Comparison and Relationships:</u> Numbers, expressions, measures, and objects can be compared and related to other numbers, expressions, measures, and objects in different ways.</p> <p><u>Geometric Figures:</u> Two- and three-dimensional objects with or without curved surfaces can be described, classified, and analyzed by their attributes. An object's location in space can be described quantitatively.</p> <p><u>Practices, Processes, and Proficiencies:</u> Mathematics content and practices can be applied to solve problems.</p>	<p><b>K.G.A.3</b> Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p><b>K.G.B.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	<p><b>13-1:</b> Analyze and Compare Two-Dimensional (2-D) Shapes</p> <p><b>13-2:</b> Analyze and Compare Three-Dimensional (3-D) Shapes</p> <p><b>13-3:</b> Compare 2-D and 3-D Shapes</p> <p><b>13-4:</b> Make Sense and Persevere</p> <p><b>13-5:</b> Make 2-D Shapes from Other 2-D Shapes</p> <p><b>13-6:</b> Build 2-D Shapes</p>	<p>roll, slide, stack, flat surface</p>

\*See curriculum for specific number of days for each unit.

		13-7: Build 3-D Shapes	
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*\*See curriculum for specific number of days for each unit.*

<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>Mathematics</b></p> <p><b>May</b></p> <p><b>Topic 14: Describe and Compare Measurable Attributes</b></p> <p><b>Domain:</b> Measurement and Data</p> <p><b>Cluster:</b> Describe and compare measurable attributes.</p>	<p><i>Standards for Mathematical Practice:</i></p> <ul style="list-style-type: none"> <li>· Make sense of problems and persevere in solving them.</li> <li>· Reason abstractly and quantitatively.</li> <li>· Construct viable arguments and critique the reasoning of others.</li> <li>· Model with mathematics.</li> <li>· Use appropriate tools strategically.</li> <li>· Attend to precision.</li> <li>· Look for and make use of structure.</li> <li>· Look for and express regularity in repeated reasoning.</li> </ul> <p><i>Story: When Bob Shops</i></p>		
<b>Big Idea</b>	<b>Benchmark: Instructional Essential Standards</b>	<b>Essential Understanding</b>	<b>Vocabulary</b>
<p><u>Comparison and Relationships:</u> Numbers, expressions, measures, and objects can be compared and related to other numbers, expressions, measures, and objects in different ways.</p> <p><u>Measurement:</u> Some attributes of objects are measurable and can be quantified using unit amounts.</p> <p><u>Practices, Processes, and Proficiencies:</u> Mathematics content and practices can be applied to solve problems.</p>	<p><b>K.MD.A.2</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p> <p><b>K.MD.A.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>	<p><b>14-1:</b> Compare by Length and Height</p> <p><b>14-2:</b> Compare by Capacity</p> <p><b>14-3:</b> Compare by Weight</p> <p><b>14-4:</b> Describe Objects by Attributes</p> <p><b>14-5:</b> Describe Objects by Measurable Attributes</p> <p><b>14-6:</b> Precision</p>	<p>length, longer, shorter, height, taller, capacity, weight, weighs, heavier, lighter, attribute, balance scale</p>

\*See curriculum for specific number of days for each unit.