Week 1 (Staggered Start 12 & 13): August 12-16

Assessment: No Assessment

Math Skills Covered:	Chapter Take Away	Daily Math/ Calendar Skills:
Foundations and Procedures **Lessons:** Teach and Model Rules and Procedures for Math Time. Use kindergarten bootcamp to introduce fine motor skills and procedures for small groups. Preview counting numbers 0-5. **Learning Goal:** I can appropriately use math tools.	Cross and count	No Daily Math (due to staggered start) **Calendar Skills:** -Weekday, Weekend, Days of WK, Months -Tomorrow, Yesterday & Today -Place Value to represent how many days of school (MA.K.NSO.2) -Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)
	Review/ Preview	**Vocabulary**
	Review: 2D Shapes (VPK Skill) **Preview:** Numbers 0-5	Foundations and Procedures

Standards:
Foundations and Procedures, Social Skills

Week 2: August 19 - 20

Assessment: Practice - Not Graded

Math Skills Covered:	Chapter Take Away	Daily Math/ Calendar Skills:
Chapter 1 - Count, Write, and Represent 1 Through 4 **Lessons:** 1.1-Model and Count 1 and 2 **Learning Goal:** I can model and count 1 and 2 with objects. 1.2 Count and Represent 1 and 2 **Learning Goal:** I can represent 1 and 2 objects with written numerals. 1.3 Model and Count 3 and 4 **Learning Goal:** I can model and count 3 and 4 with objects. 1.4 Count and Represent 3 and 4 **Learning Goal:** I can represent 3 and 4 objects with written numerals	Cross and Count	**Daily Math Skills:** Number sense, shapes, colors (VPK Review) **Calendar Skills:** -Weekday, Weekend, Days of WK, Months -Tomorrow, Yesterday & Today -Place Value to represent how many days of school (MA.K.NSO.2) -Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

	Review/ Preview	Vocabulary
	Review: Name Practice **Preview:** Numbers 0-5	One, two, three, four, five, match, count, represent, counters

Standards:
MTR.2.1 Demonstrate understanding in multiple ways.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.
MTR.7.1 Apply mathematics to real-world contexts
MA.K.NSO.1.1: Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting
MA.K.NSO.1.2: Given a number from 0 to 20, count out that many objects.

Week 3: August 26 - 30

Assessment: Classwork Grade

Math Skills Covered:	Chapter Take Away	Daily Math/ Calendar Skills:
Chapter 2 - Count, Write, and Represent Numbers Through 5 **Lessons:** 2.1 Model and Count 5 **Learning Goal:** I can model and count up to 5 with objects. 2.2 Count and Represent 5 **Learning Goal:** I can represent up to 5 objects with a written numeral. 2.3 Ways to Make 5 **Learning Goal:** I can use objects or drawings to decompose 5 into pairs in more than one way. 2.4 Number in a Group **Learning Goal:** I can tell the number of objects in a group without counting.	Cross and Count	**Daily Math Skills:** Tally Marks, Shapes, Spatial Relations, Measurement, Number sense (VPK Review) **Calendar Skills:** -Weekday, Weekend, Days of WK, Months -Tomorrow, Yesterday & Today -Place Value to represent how many days of school (MA.K.NSO.2) -Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

	Review/ Preview	Vocabulary
	Review: Name Practice **Preview:** Counting forward and backwards 0-5	Five, pair, and, larger, forward, backwards, count, represent, pairs, counters

Standards:
MTR.3.1 Complete tasks with mathematical fluency.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.
MTR.6.1 Assess reasonableness of solutions.
MA.K.NSO.1.1: Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.
MA.K.NSO.1.2: Given a number from 0 to 20, count out that many objects.
MA.K.NSO.2.1 Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.
MA.K.AR.1.2 Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.

Week 4: September 3 - 6 (Mon. No School- Labor Day)

Assessment: Chapter 1 & 2 Test

Math Skills Covered:

Chapter 2 - Count, Write, and Represent Numbers Through 5

Lessons:
2.5 Count and Order to 5
Learning Goal: I can know that each successive number refers to a quantity that is one larger.

2.6 Count Forward and Backward to 5
Learning Goal: I can count forward and backward within 5.

2.7 Understand 0
Learning Goal: I can solve problems by using the strategy to make a model.

2.8 Identify and Represent 0
Learning Goal: I can represent 0 objects with a written numeral.

Chapter Take Away

Number Counting Order
Cross and Count
Ways to Make 5

Review/ Preview

Review:
Count, order, & compare 0-5

Preview:
Compare numbers 0-5

Daily Math/ Calendar Skills:

Daily Math Skills: Number sense, shapes, Spatial relations, Patterns
(VPK Review)

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Vocabulary

Five, zero, pair, and, larger, forward, backwards, number counting order, counters

Standards:
*MTR.3.1 Complete tasks with mathematical fluency.
*MTR.4.1 Engage in discussions on mathematical thinking.
*MTR.5.1 Use patterns and structure.
*MTR.6.1 Assess reasonableness of solutions.
MA.K.NSO.1.1: Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.
MA.K.NSO.1.2: Given a number from 0 to 20, count out that many objects.
MA.K.NSO.2.1 Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.
MA.K.AR.1.2 Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.

Week 5: September 9 -13

Assessment: Chapter 3 Test

Math Skills Covered:

Chapter 3 - Compare Numbers through 5

Lessons:

3.1 Same Number
Learning Goal: I can use matching and counting strategies to compare sets with the same number of objects.

3.2 Greater Than
Learning Goal: I can use matching and counting strategies to compare sets when the number of objects in one set is greater than the number of objects in the other set.

3.3 Less Than
Learning Goal: I can use matching and counting strategies to compare sets when the number of objects in one set is less than the number of objects in the other set.

3.4 Compare by Matching Sets to 5
Learning Goal: I can make a model to solve problems using a matching strategy.

3.5 Compare by Counting Sets to 5
Learning Goal: I can use a counting strategy to compare sets of objects.

3.6 Ordinal Numbers to 5th
Learning Goal: I can recognize the ordinal positions to 5th.

Chapter Take Away

Greater Than
Less Than
Equal To
One More One Less

Daily Math/ Calendar Skills:

Daily Math Skills: Tally Marks, Shapes, Patterns, Spatial relations
(VPK Review)

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Review/ Preview

Review:
Count, order, & compare 0-5

Preview:
Ways to make 5

Vocabulary

Compare, equal to, greater than, less than, first, second, third, fourth, fifth, before, after, ordinal position, one more, one less

Standards:

MTR.2.1 Demonstrate understanding in multiple ways.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.
MTR.6.1 Assess reasonableness of solutions.
MA.K.NSO.1.1: Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.
MA.K.NSO.1.3: Identify positions of objects within a sequence using the words "first," "second," "third," "fourth" or "fifth."
MA.K.NSO.1.4: Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.

Week 6: September 16 - 20 (Wed.-Half day/teacher planning)

Assessment: Chapter 9 Test

Math Skills Covered:

Chapter 9 - Put together and take apart numbers to 5

Lessons:

9.1 Put Together Numbers to Make 3
Learning Goal: I can put numbers together to make numbers to 3.

9.2 Put Together Numbers to Make 4 and 5
Learning Goal: I can put together numbers to make 4 and 5.

9.3 Take Away From Numbers to 5
Learning Goal: I can take away from numbers to 5.

9.4 Put Together and Take Away From Numbers to 5
Learning Goal: I can put together and take away within 5.

Chapter Take Away

Listen for Key Words in Story Problem
Draw Counters in a Five Frame

Review/ Preview

Review:
Numbers 0-5

Preview:
2D Shapes

Daily Math/ Calendar Skills:

Daily Math Skills: Shapes, Number sense, ten frames, ordinal numbers

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Vocabulary

Add, is, equal to, equation, sum, put together, take away from, and

Standards:

MA.K.NSO.3.1: Explore addition of two whole numbers from 0 to 10, and related subtraction facts.
MA.K.NSO.3.2: Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.
MTR.1.1 Actively participate in effortful learning.
MTR.2.1 Demonstrate understanding in multiple ways.
MTR.3.1 Complete tasks with mathematical fluency.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.
MTR.6.1 Assess reasonableness.
MTR.7.1 Apply mathematics to real-world contexts.
MTR.7.1 Apply mathematics to real-world contexts.

Week 7: September 23 - 27

Assessment: Classwork Grade

Math Skills Covered:	Chapter Take Away	Daily Math/ Calendar Skills:
Chapter 17 - Two-Dimensional Shapes **Lessons:** 17.1 Identify and Name Circles **Learning Goal:** I can identify and name two-dimensional shapes, including circles. 17.2 Describe Circles **Learning Goal:** I can describe attributes of circles. 17.3 Identify and Name Squares **Learning Goal:** I can identify and name two-dimensional shapes, including squares. 17.4 Describe Squares **Learning Goal:** I can describe attributes of squares. 17.5 Identify and Name Triangles **Learning Goal:** I can identify and anime two-dimensional shapes, including triangles.	Circle, square, triangle, rectangle 2D Shapes (Flat) Alike and different Sides, vertices	**Daily Math Skills:** Tally Marks, Missing number, ten frames, more/less, shapes, positional **Calendar Skills:** -Weekday, Weekend, Days of WK, Months -Tomorrow, Yesterday & Today -Place Value to represent how many days of school (MA.K.NSO.2) -Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

	Review/ Preview	Vocabulary
	Review: Ways to make 5 **Preview:** 2D shapes	Two-dimensional shape, circle, curve, square, side, vertex, vertices, corner, sides of equal length, triangle. rectangle, alike, different

Standards:

MA.K.GR.1.1: Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.

MA.K.GR.1.2: Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles and squares.

MA.K.GR.1.3: Compare three-dimensional figures based on their similarities, differences and positions. Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders.

MA.K.GR.1.4: Find real-world objects that can be modeled by a given two- or three dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.

MTR.1.1 Actively participate in effortful learning.

MTR.4.1 Engage in discussions on mathematical thinking.

MTR.5.1 Use patterns and structure.

MTR.7.1 Apply mathematics to real-world contexts.

Week 8: September 30 - October 4

Assessment: Chapter 17 Test

Math Skills Covered:

Chapter 17 - Two-Dimensional Shapes
Lessons:
17.6 Describe Triangles
Learning Goal: I can describe attributes of triangles.
17.7 Identify and Name Rectangles
Learning Goal: I can identify and name two-dimensional shapes, including rectangles.
17.8 Describe Rectangles
Learning Goal: I can describe attributes of rectangles.
17.9 Compare Two-Dimensional Shapes
Learning Goal: I can use the words *alike* and *different* to compare two-dimensional shapes by attributes.
17.10 Create Shapes
Learning Goal: I can combine shapes to make a new shape.

Chapter Take Away

Circle, square, triangle, rectangle
2D Shapes (Flat)
Alike and different
Sides, vertices

Daily Math/ Calendar Skills:

Daily Math Skills: Tally Marks, Missing number, ten frames, more/less, shapes, positional

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Review/ Preview

Review: 2D Shapes

Preview: Adding 0-5

Vocabulary

Two-dimensional shape, circle, curve, square, side, vertex, vertices, corner, sides of equal length, triangle. rectangle, alike, different

Standards:

MA.K.GR.1.1: Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.
MA.K.GR.1.2: Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles and squares.
MA.K.GR.1.3: Compare three-dimensional figures based on their similarities, differences and positions. Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders.
MA.K.GR.1.4: Find real-world objects that can be modeled by a given two- or three dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.
MTR.1.1 Actively participate in effortful learning.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.
MTR.7.1 Apply mathematics to real-world contexts.

Week 9: October 7 - 11 (end of 1st nine weeks)

Assessment: Chapter 11 Test

Math Skills Covered:

Chapter 11 - Addition up to 5

Lessons:

11.1 Introduce Symbols to Add
Learning Goal: I can use symbols to write an addition equation.

11.2 Addition as Putting Together
Learning Goal: I can use addition to put together two groups.

11.3 More Addition
Learning Goal: I can use objects or drawings to show that an additional equation is true.

11.4 Sums Up to 5
Learning Goal: I can write and solve addition equations with sums up to 5.

Chapter Take Away

Addition Equation from picture
Draw a picture to match story problem
Addition Equations
One More One Less
Number Line
Decomposing with Ten Frames

Daily Math/ Calendar Skills:

Daily Math Skills: Number sense, more/less, shapes

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Review/ Preview

Review:
2D Shapes

Preview:
Subtracting 0-5

Vocabulary

Sum, addition, equations, fact families, number bonds, in all, altogether, together, how many, match, one more, one less, how many more, word problem

Standards:

MA.K.NSO.3.1: Explore addition of two whole numbers from 0 to 10, and related subtraction facts.
MA.K.NSO.3.2: Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.
MTR.1.1 Actively participate in effortful learning.
MTR.2.1 Demonstrate understanding in multiple ways.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.

Week 10: October 15 - 18 (Mon.-Teacher Planning Day)

Assessment: Chapter 12 Test

Math Skills Covered:

Chapter 12 - Subtraction within 5

Lessons:

12.1 Introduce Symbols to Subtract
Learning Goal: I can use symbols to write a subtraction equation.

12.2 Subtraction as Take Apart
Learning Goal: I can use subtraction to take apart two groups.

12.3 Write Subtraction
Learning Goal: I can use objects or drawings to show that a subtraction equation is true.

12.4 Differences Within 5
Learning Goal: I can write and solve subtraction equations within 5.

12.5 Subtraction Word Problems Within 5
Learning Goal: I can solve subtraction word problems within 5.

Chapter Take Away

Subtraction Equation from picture
Draw a picture to match story problem

Daily Math/ Calendar Skills:

Daily Math Skills: Tally marks, missing number, number sense, patterns, more/ less

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Review/ Preview

Review:
Addition 0-5

Preview:
Numbers 6-8

Vocabulary

Subtraction equation, subtract, difference, minus, take away, take apart, how many left

Standards:

MA.K.NSO.3.1: Explore addition of two whole numbers from 0 to 10, and related subtraction facts.
MA.K.NSO.3.2: Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.
MA.K.AR.1.1: For any number from 1 to 9, find the number that makes 10 when added to the given number.
MA.K.AR.1.2: Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.
MA.K.AR.1.3: Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.
MA.K.AR.2.1: Explain why addition or subtraction equations are true using objects or drawings.
MTR.2.1 Demonstrate understanding in multiple ways.
MTR.3.1 Complete tasks with mathematical fluency.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.

Week 11: October 21 - 25

Assessment: Classwork Grade

Math Skills Covered:	Chapter Take Away	Daily Math/ Calendar Skills:
Chapter 4- Count and Resent Through 8 **Lessons:** 4.1 Model and Count 6 **Learning Goal:** I can model and count 6 with objects. 4.2 Count and Represent 6 **Learning Goal:** I can represent up to 6 objects with a written numeral. 4.3 Model and Count 7 **Learning Goal:** I can model and count 7 with objects. 4.4 Count and Represent 7 **Learning Goal:** I can represent up to 7 objects with a written numeral. 4.5 Model and Count 8 **Learning Goal:** I can model and count 8 with objects. 4.6 Count and Represent 8 **Learning Goal:** I can represent up to 8 objects with a written numeral.	One More One Less Same As Equal To	**Daily Math Skills:** Tally marks, missing numbers, counting, two dimensional shapes, greater than, less than, patterns **Calendar Skills:** -Weekday, Weekend, Days of WK, Months -Tomorrow, Yesterday & Today -Place Value to represent how many days of school (MA.K.NSO.2) -Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)
	Review/ Preview	**Vocabulary**
	Review: Subtraction 0-5 **Preview:** Numbers 9-10	Six, seven, eight, count, represent, one more, one less, equal to, same as

Standards:

MTR.2.1 Demonstrate understanding in multiple ways.; MTR.3.1 Complete tasks with mathematical fluency.
MTR.4.1 Engage in discussions on mathematical thinking.; MTR.5.1 Use patterns and structure.;
MTR.6.1 Assess reasonableness of solutions. MTR.7.1 Apply mathematics to real-world contexts.
MA.K.NSO.1.1: Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.
MA.K.NSO.1.2: Given a number from 0 to 20, count out that many objects.
MA.K.NSO.1.4: Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.
MA.K.AR.1.1: For any number from 1 to 9, find the number that makes 10 when added to the given number.
MA.K.AR.1.2: Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.

Week 12: October 28 - November 1

Assessment: Chapter 4 & 5 Test

Math Skills Covered:

Chapter 5 - Represent through 10
Lessons:
5.1 Model and Count 9
Learning Goal: I can model and count 9 with objects.

5.2 Count and Represent 9
Learning Goal: I can represent up to 9 objects with a written numeral.

5.3 Numbers to 9
Learning Goal: I can solve problems by using the strategy to draw a picture.

5.4 Model and Count 10
Learning Goal: I can model and count 10 with objects.

5.5 Count and Represent 10
Learning Goal: I can represent up to 10 objects with a written numeral.

5.6 Ways to Make 10
Learning Goal: I can use a drawing to make 10 from a given number

Chapter Take Away

One Less
One More
Equal To
Same As
Ten Frames
Ways to Make 10
Greater than
Less than
Cube Trains

Review/ Preview

Review:
Numbers 6-8

Preview:
Order and compare numbers 6-10

Daily Math/ Calendar Skills:

Daily Math Skills: Counting, greater and less than, number lines, missing numbers

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Vocabulary

Nine, ten, represent, compare, model, objects, one more, one less, equal to, same as, greater than, less than, ten frame, cube train

Standards:

MTR.1.1 Actively participate in effortful learning. MTR.2.1 Demonstrate understanding in multiple ways.; MTR.3.1 Complete tasks with mathematical fluency.
MTR.4.1 Engage in discussions on mathematical thinking.; MTR.5.1 Use patterns and structure.
MTR.6.1 Assess reasonableness of solutions.; MTR.7.1 Apply mathematics to real-world contexts.
MA.K.NSO.1.1: Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.
MA.K.NSO.1.2: Given a number from 0 to 20, count out that many objects.
MA.K.NSO.1.3: Identify positions of objects within a sequence using the words "first," "second," "third," "fourth" or "fifth."
MA.K.NSO.1.4: Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.
MA.K.AR.1.1: For any number from 1 to 9, find the number that makes 10 when added to the given number.
MA.K.AR.1.2: Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.

Week 13: November 4 - 8

Assessment: Chapter 6 Test

Math Skills Covered:

Chapter 6 - Order and Compare through 10
Lessons:
6.1 Count and Order to 10
Learning Goal: I can count forward to 10 from a given number.

6.2 Compare by Matching Sets to 10
Learning Goal: I can solve problems by using the strategy to make a model.

6.3 Compare by Counting Sets to 10
Learning Goal: I can use counting strategies to compare sets of objects.

6.4 One More and One Less to 10
Learning Goal: I can use a number line to find one more than and one less to 10.

6.5 Compare Two Numbers
Learning Goal: I can compare two numbers between 1 and 10.

6.6 Compare Numbers to 10
Learning Goal: I can compare numbers and sets of objects to 10.

Chapter Take Away

Count Backwards
Greater Than
Less Than
Using a Number Line
One More One Less
Draw One More In a Set
Story Problems With One More One Less

Daily Math/ Calendar Skills:

Daily Math Skills: Adding, counting, greater than and less than, missing numbers, number lines

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Review/ Preview

Review:
Numbers 9 & 10

Preview:
Ways to make 10

Vocabulary

Ten, one more, one less, count, represent, compare, model, count forward, more, fewer, greater, less, count backwards, number line, start, first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, finish, last

Standards:

MTR.1.1 Actively participate in effortful learning. MTR.2.1 Demonstrate understanding in multiple ways.
MTR.3.1 Complete tasks with mathematical fluency. MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure. MTR.6.1 Assess reasonableness of solutions.
MTR.7.1 Apply mathematics to real-world contexts.
MA.K.NSO.1.1: Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.
MA.K.NSO.1.2: Given a number from 0 to 20, count out that many objects.
MA.K.NSO.2.2 Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.
MA.K.NSO.2.3 Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.

Week 14: November 12- 15 (Veteran's Day Monday)

Assessment: Classwork Grade

Math Skills Covered:

Chapter 10 - Put together and take apart numbers to 10

Lessons:
10.1 Put Together Numbers to Make 6 and 7
Learning Goal: I can put numbers together to 6 and 7.

10.2 Put Together Numbers to Make 8
Learning Goal: I can put together numbers to 8.

10.3 Put Together Numbers to Make 9
Learning Goal: I can put together numbers to make 9.

10.4 Put Together Numbers to Make 10
Learning Goal: I can put together numbers to make 10.

Chapter Take Away

Listen for Key Words in Story Problem
Draw Counters in a Ten Frame
Ways to Make Numbers to 10

Review/ Preview

Review:
Ordering & Comparing 6-10

Preview:
Ways to make 10

Daily Math/ Calendar Skills:

Daily Math Skills: Counting, greater than and less than, measuring tools, missing numbers, number lines

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Vocabulary

Subtract, difference, symbol, equation, take apart, solve, put together

Standards:
MA.K.NSO.3.1: Explore addition of two whole numbers from 0 to 10, and related subtraction facts.
MA.K.AR.1.3: Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.
MA.K.AR.2.1: Explain why addition or subtraction equations are true using objects or drawings.
MTR.1.1 Actively participate in effortful learning.
MTR.2.1 Demonstrate understanding in multiple ways.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.

Week 15: November 18 - 20

Assessment: Chapter 10 Test

Math Skills Covered:

Chapter 10 - Put together and take apart numbers to 10

Lessons:
10.5 Take Away From 6 and 7
Learning Goal: I can take away numbers from 6 and 7.

10.6 Take Away From 8 and 9
Learning Goal: I can take away numbers from 8 and 9.

10.7 Take Away From Numbers to 10
Learning Goal: I can take away numbers form 10.

10.8 Put Together and Take Away From Numbers Up to 10
Learning Goal: I can put together and take away numbers within 10.

Chapter Take Away

Listen for Key Words in Story Problem
Draw Counters in a Ten Frame
Ways to Make Numbers to 10

Daily Math/ Calendar Skills:

Daily Math Skills: Subtraction, missing numbers, patterns, equal, greater and less than, ordinal numbers

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Review/ Preview

Review:
Ways to make 10

Preview:
Addition to 10

Vocabulary

Add, is, equal to, equation, sum, subtract, difference

Standards:
MA.K.NSO.3.1: Explore addition of two whole numbers from 0 to 10, and related subtraction facts.
MA.K.AR.1.3: Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.
MA.K.AR.2.1: Explain why addition or subtraction equations are true using objects or drawings.
MTR.1.1 Actively participate in effortful learning.
MTR.2.1 Demonstrate understanding in multiple ways.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.

Week 16: December 2 - 6

Assessment: Classwork Grade

Math Skills Covered:

Chapter 13 - Addition up to 10

Lessons:
<u>13.1 One More and One Less</u>
Learning Goal: I can add 1 and subtract 1.

<u>13.2 Sums Up to 7</u>
Learning Goal: I can solve problems with sums to 7.

<u>13.3 Sums Up to 9</u>
Learning Goal: I can solve problems with sums to 9.

<u>13.4 Sums Up to 10</u>
Learning Goal: I can solve problems with sums to 10.

<u>13.5 Doubles</u>
Learning Goal: I can find the sum of doubles.

Chapter Take Away

Addition Equation from picture
Draw a picture to match story problem

Review/ Preview

Review:
Ways to make 10

Preview:
Subtraction to 10

Daily Math/ Calendar Skills:

Daily Math Skills: Counting, greater and less than, missing numbers, number lines, base ten, subtraction

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Vocabulary

Sum, addition, equations, fact families, number bonds, in all, altogether, together, how many, match

Standards:

MA.K.NSO.3.1: Explore addition of two whole numbers from 0 to 10, and related subtraction facts.
MA.K.NSO.3.2: Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.
MA.K.AR.1.1: For any number from 1 to 9, find the number that makes 10 when added to the given number.
MA.K.AR.1.2: Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.
MA.K.AR.1.3: Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.
MA.K.AR.2.1: Explain why addition or subtraction equations are true using objects or drawings.
MTR.1.1 Actively participate in effortful learning.
MTR.2.1 Demonstrate understanding in multiple ways.
MTR.3.1 Complete tasks with mathematical fluency.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.
MTR.7.1 Apply mathematics to real-world contexts.

Week 17: December 9 - 13

Assessment: Chapter 13 Test

Math Skills Covered:

Chapter 13 - Addition up to 10

Lessons:
13.6 Addition Word Problems
Learning Goal: I can complete addition sentences to solve word problems.

Related Facts
Extra Lessons to match BEST Standards:

Learning Goal: I can add in any order to find the sum.

Learning Goal: I can decide if the addition equations are related.

Learning Goal: I can use number bonds to create fact families.

Chapter Take Away

Addition Equation from picture
Draw a picture to match story problem

Review/ Preview

Review:
Ways to make 10

Preview:
Subtraction to 10

Daily Math/ Calendar Skills:

Daily Math Skills: Subtraction, greater and less than, number lines, patterns, counting, missing numbers, number order

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Vocabulary

Sum, addition, equations, fact families, number bonds, in all, altogether, together, how many, match, dubbles

Standards:
MA.K.NSO.3.1: Explore addition of two whole numbers from 0 to 10, and related subtraction facts.
MA.K.NSO.3.2: Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.
MA.K.AR.1.1: For any number from 1 to 9, find the number that makes 10 when added to the given number.
MA.K.AR.1.2: Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.
MA.K.AR.1.3: Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.
MA.K.AR.2.1: Explain why addition or subtraction equations are true using objects or drawings.
MTR.1.1 Actively participate in effortful learning.
MTR.2.1 Demonstrate understanding in multiple ways.
MTR.3.1 Complete tasks with mathematical fluency.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.
MTR.7.1 Apply mathematics to real-world contexts.

Week 18: December 16 - 20 (end of nine weeks)

Assessment: No Assessment

Math Skills Covered:	Chapter Take Away	Daily Math/ Calendar Skills:
Review Addition 0 - 10. **Lessons:** Use touch dots, pictures, and number lines to solve addition problems between 0 - 10.	Addition Equation from picture Draw a picture to match story problem	**Daily Math Skills:** Greater and less than, number order, counting, missing numbers, ordinal numbers **Calendar Skills:** -Weekday, Weekend, Days of WK, Months -Tomorrow, Yesterday & Today -Place Value to represent how many days of school (MA.K.NSO.2) -Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

	Review/ Preview	Vocabulary
	Review: Addition to 10 **Preview:** Subtraction to 10	Sum, addition, equations, fact families, number bonds, in all, altogether, together, how many, match

Standards:
MA.K.NSO.3.1: Explore addition of two whole numbers from 0 to 10, and related subtraction facts.
MA.K.NSO.3.2: Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.
MA.K.AR.1.1: For any number from 1 to 9, find the number that makes 10 when added to the given number.
MA.K.AR.1.2: Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.
MA.K.AR.1.3: Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.
MA.K.AR.2.1: Explain why addition or subtraction equations are true using objects or drawings.
MTR.1.1 Actively participate in effortful learning.
MTR.2.1 Demonstrate understanding in multiple ways.
MTR.3.1 Complete tasks with mathematical fluency.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.
MTR.7.1 Apply mathematics to real-world contexts.

Week 19: January 7 - 10 (Mon. - Teacher Planning)

Math Skills Covered:

Chapter 14 - Subtraction within 10

Lessons:
14.1 Differences Within 7
Learning Goal: I can write and solve subtraction equations within 7.

14.2 Differences Within 9
Learning Goal: I can write and solve subtraction equations within 9.

Chapter Take Away

Subtraction Equation from picture
Draw a picture to match story problem

Daily Math/ Calendar Skills:

Daily Math Skills: Counting, greater and less than, patterns, missing numbers, ordinal numbers

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Review/ Preview

Review:
Addition to 10

Preview:
3D Shapes

Vocabulary

tens, ones, take apart, put together, decompose, equation, add, subtract, counters, go away, left, symbol

Standards:
MA.K.NSO.2.2: Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.
MA.K.NSO.3.1: Explore addition of two whole numbers from 0 to 10, and related subtraction facts.
MA.K.AR.2.1: Explain why addition or subtraction equations are true using objects or drawings.
MTR.1.1 Actively participate in effortful learning.
MTR.2.1 Demonstrate understanding in multiple ways.
MTR.3.1 Complete tasks with mathematical fluency.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.
MTR.6.1 Assess reasonableness of solutions.

Week 20: January 13 - 17

Assessment: Chapter 14 Test

Math Skills Covered:

Chapter 14 - Subtraction within 10

Lessons:
14.3 Differences Within 10
Learning Goal: I can write and solve subtraction equations within 10.

14.4 Subtraction Word Problems
Learning Goal: I can solve subtraction word problems within 10.

Chapter Take Away

Subtraction Equation from picture
Draw a picture to match story problem

Daily Math/ Calendar Skills:

Daily Math Skills: Addition up to 5; How many in all; Matching addition equations to a picture

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Review/ Preview

Review:
Subtraction to 10

Preview:
Measurement

Vocabulary

tens, ones, take apart, put together, decompose, equation, add, subtract, counters, go away, left, symbol

Standards:

MA.K.NSO.2.2: Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.
MA.K.NSO.3.1: Explore addition of two whole numbers from 0 to 10, and related subtraction facts.
MA.K.AR.2.1: Explain why addition or subtraction equations are true using objects or drawings.
MTR.1.1 Actively participate in effortful learning.
MTR.2.1 Demonstrate understanding in multiple ways.
MTR.3.1 Complete tasks with mathematical fluency.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.
MTR.6.1 Assess reasonableness of solutions.

Week 21: January 21 - 24 (no school Monday: MLK Day)

Assessment: Classwork Grade

Math Skills Covered:	Chapter Take Away	Daily Math/ Calendar Skills:
Chapter 18 - Three-Dimensional Solids **Lessons:** 18.1 Identify, Name, and Describe Spheres **Learning Goal:** I can identify, name, and describe spheres. 18.2 Identify, Name, and Describe Cubes **Learning Goal:** I can identify, name, and describe cubes. 18.3 Identify, Names, and Describe Cylinders **Learning Goal:** I can identify, name, and describe cylinders. 18.4 Identify, Name, and Describe Cones **Learning Goal:** I can identify, name, and describe cones.	Spheres, cubes, cylinder, cone 3D Shapes	**Daily Math Skills:** Addition up to 5; Subtraction within 5 **Calendar Skills:** -Weekday, Weekend, Days of WK, Months -Tomorrow, Yesterday & Today -Place Value to represent how many days of school (MA.K.NSO.2) -Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

	Review/ Preview	Vocabulary
	Review: Subtraction to 10 **Preview:** Measurement	Three-dimensional shape, sphere, curved surface, cube, flat surface, edge, cylinder, cone

Standards:

MA.K.M.1.1 Identify the attributes of a single object that can be measured such as length, volume or weight.

MA.K.M.1.2 Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.

MA.K.M.1.3 Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.

MTR.1.1 Actively participate in effortful learning.

MTR.2.1 Demonstrate understanding in multiple ways.

MTR.3.1 Complete tasks with mathematical fluency.

MTR.4.1 Engage in discussions on mathematical thinking.

MTR.5.1 Use patterns and structure.

MTR.6.1 Assess reasonableness of solutions.

Week 22: January 27 - 31

Assessment: Chapter 18 Test

Math Skills Covered:

Chapter 18 - Three-Dimensional Solids

Lessons:
18.5 Compare Three-Dimensional Objects
Learning Goal: I can compare three-dimensional shapes based on their similarities and differences.

18.6 Above and Below
Learning Goal: I can use the words above and below to compare the positions of two- and three-dimensional shapes.

18.7 Beside and Next To
Learning Goal: I can use the words beside and next to to compare the positions of two and three dimensional shapes.

18.8 In Front Of and Behind
Learning Goal: I can use the words in front of and behind to compare the positions of two and three dimensional shapes.

Chapter Take Away

Spheres, cubes, cylinder, cone
3D Shapes
Positional words (above, below, beside, next to, in front of, behind)

Daily Math/ Calendar Skills:

Daily Math Skills: Subtraction within 5
Addition up to 10

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Review/ Preview

Review:
Subtraction to 10

Preview:
Measurement

Vocabulary

Above, below, beside, next to, in front of, behind

Standards:

MA.K.M.1.1 Identify the attributes of a single object that can be measured such as length, volume or weight.
MA.K.M.1.2 Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.
MA.K.M.1.3 Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.
MTR.1.1 Actively participate in effortful learning.
MTR.2.1 Demonstrate understanding in multiple ways.
MTR.3.1 Complete tasks with mathematical fluency.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.
MTR.6.1 Assess reasonableness of solutions.

Week 23: February 3 - 7

Assessment: Chapter 19 Test

Math Skills Covered:

Chapter 19 - Measurement

Lessons:
19.1 Compare Lengths
Learning Goal: I can measure and compare length.

19.2 Compare Weights
Learning Goal: I can compare the weights of two objects.

19.3 Compare Volumes
Learning Goal: I can compare volume and identify other measurable attributes of objects.

Extra Lessons to match BEST Standards:
Extra Lesson: Express the length of an object using non-standard objects up to 10 units
Learning Goal: I can express or tell the length of an object using non standard units up to 10 units.

Extra Lesson: Express the length of an object using non-standard objects up to 20 units
Learning Goal: I can express or tell the length of an object using non standard units up to 20 units.

Chapter Take Away

Length, volume, weight, compare

Daily Math/ Calendar Skills:

Daily Math Skills: Subtraction, addition, number line

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Review/ Preview

Review:
3D Shapes/Positional Words

Preview:
Numbers 11-15

Vocabulary

Length, volume, weight, compare, non-standard, measure, units

Standards:
MTR.1.1 Actively participate in effortful learning.
MTR.5.1 Use patterns and structure.
MTR.6.1 Assess reasonableness.
MA.K.AR.2.1 Explain why addition or subtraction equations are true using objects or drawings
MA.K.DP.1.1 Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings.

Week 24: February 10 - 14

Assessment: Classwork Grade

Math Skills Covered:	Chapter Take Away	Daily Math/ Calendar Skills:
Chapter 7 - Count, Represent, and Compare Numbers through 15 **Lessons:** 7.1 Model and Count 11 and 12 **Learning Goal:** I can count out 11 or 12 objects. 7.2 Count and Represent 11 and 12 **Learning Goal:** I can write 11 or 12 to represent a group of objects. 7.3 Model and Count 13 and 14 **Learning Goal:** I can count out 13 or 14 objects.	Decomposing Numbers in One Ten Frame (Using only 1 ten frame) One More One Less	**Daily Math Skills:** Addition, subtraction, number line, doubles **Calendar Skills:** -Weekday, Weekend, Days of WK, Months -Tomorrow, Yesterday & Today -Place Value to represent how many days of school (MA.K.NSO.2) -Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

	Review/ Preview	Vocabulary
	Review: Measurement **Preview:** Numbers 16-20	Eleven, twelve, how many more Thirteen, fourteen, fifteen, one more, one less, how many more

Standards:

MTR.1.1 Actively participate in effortful learning. MTR.2.1 Demonstrate understanding in multiple ways.

MTR.3.1 Complete tasks with mathematical fluency. MTR.4.1 Engage in discussions on mathematical thinking. MTR.5.1 Use patterns and structure.

MA.K.NSO.1.1: Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.

MA.K.NSO.1.2: Given a number from 0 to 20, count out that many objects.

MA.K.NSO.1.4: Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.

MA.K.NSO.2.1: Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.

MA.K.NSO.2.2: Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.

MA.K.NSO.2.3: Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.

Week 25: February 18 - 21 (Mon. No School: President's Day)

Assessment: Classwork Grade

Math Skills Covered:	Chapter Take Away	Daily Math/ Calendar Skills:
Chapter 7 - Count, Represent, and Compare Numbers through 15 **Lessons:** 7.4 Count and Represent 13 and 14 **Learning Goal:** I can write 13 or 14 to represent a group of objects. 7.5 Model, Count, and Represent 15 **Learning Goal:** I can count and represent 15 with objects or a written numeral. 7.6 One More and One Less to 15 **Learning Goal:** I can find one more or one less than a number to 15.	Decomposing Numbers in One Ten Frame (Using only 1 ten frame) One More One Less	**Daily Math Skills:** Addition, subtraction **Calendar Skills:** -Weekday, Weekend, Days of WK, Months -Tomorrow, Yesterday & Today -Place Value to represent how many days of school (MA.K.NSO.2) -Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)
	Review/ Preview	**Vocabulary**
	Review: Measurement **Preview:** Coin Recognition & Value (quarter, dime, nickel, & penny)	Eleven, twelve, how many more Thirteen, fourteen, fifteen, one more, one less, how many more

Standards:

MTR.1.1 Actively participate in effortful learning. MTR.2.1 Demonstrate understanding in multiple ways.

MTR.3.1 Complete tasks with mathematical fluency. MTR.4.1 Engage in discussions on mathematical thinking. MTR.5.1 Use patterns and structure.

MA.K.NSO.1.1: Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.

MA.K.NSO.1.2: Given a number from 0 to 20, count out that many objects.

MA.K.NSO.1.4: Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.

MA.K.NSO.2.1: Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.

MA.K.NSO.2.2: Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.

MA.K.NSO.2.3: Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.

Week 26: February 24 - 28

Assessment: Classwork Grade

Math Skills Covered:	Chapter Take Away	Daily Math/ Calendar Skills:
Chapter 8 - Count, Represent, and Compare Numbers through 20 **Lessons:** <ins>8.1 Model and Count 16 and 17</ins> **Learning Goal:** I can count out 16 or 17 objects. <ins>8.2 Count and Represent 16 and 17</ins> **Learning Goal:** I can write 16 or 17 to represent a group of objects. <ins>8.3 Model and Count 18 and 19</ins> **Learning Goal:** I can count out 18 or 19 objects. <ins>8.4 Count and Represent 18 and 19</ins> **Learning Goal:** I can write 18 or 19 to represent a group of objects. **Chapter 8 -** Count, Represent, and Compare Numbers through 20	Decomposing teen numbers using 2 ten frames Decomposing teen numbers One More One Less Number Line	**Daily Math Skills:** Addition, subtraction **Calendar Skills:** -Weekday, Weekend, Days of WK, Months -Tomorrow, Yesterday & Today -Place Value to represent how many days of school (MA.K.NSO.2) -Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)
	Review/ Preview	**Vocabulary**
	Review: Numbers 11-15 **Preview:** Addition and Subtraction to 20	Sixteen, Seventeen, Eighteen, Nineteen, Counting, greater and less than, number lines, missing numbers Twenty, number line, counting order, ten frames, one more, one less, how many more

Standards:

MA.K.AR.1.1: For any number from 1 to 9, find the number that makes 10 when added to the given number. MA.K.AR.1.2: Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers. MTR.1.1 Actively participate in effortful learning. MTR.2.1 Demonstrate understanding in multiple ways.

MTR.3.1 Complete tasks with mathematical fluency. MTR.4.1 Engage in discussions on mathematical thinking.

MTR.5.1 Use patterns and structure. MTR.7.1 Apply mathematics to real-world contexts.

MA.K.NSO.1.1: Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.

MA.K.NSO.1.2: Given a number from 0 to 20, count out that many objects.

MA.K.NSO.1.4: Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.

MA.K.NSO.2.1: Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.

MA.K.NSO.2.2: Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.

MA.K.NSO.2.3: Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.

Week 27: March 3 - 7

Assessment: Chapter 7 & 8 Test

Math Skills Covered:

Chapter 8 - Count, Represent, and Compare Numbers through 20

Lessons:
8.5 Model, Count, and Represent 20
Learning Goal: I can count and represent 20 with objects or a written numeral.

8.6 Count and Order to 20
Learning Goal: I can use a number line to order numbers to 20.

8.7 One More and One Less to 20
Learning Goal: I can find and compare numbers to 20 using a number line.

8.8 Compare Numbers to 20
Learning Goal: I can compare numbers to 20 by using the strategy to make a model.

Chapter Take Away

Decomposing teen numbers using 2 ten frames
Decomposing teen numbers
One More One Less
Number Line

Daily Math/ Calendar Skills:

Daily Math Skills: Counting, place value, missing numbers, number order, addition

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Review/ Preview

Review: Numbers 11-15

Preview: Addition and Subtraction to 20

Vocabulary

Sixteen, Seventeen, Eighteen, Nineteen, Counting, greater and less than, number lines, missing numbers
Twenty, number line, counting order, ten frames, one more, one less, how many more

Standards:
MA.K.AR.1.1: For any number from 1 to 9, find the number that makes 10 when added to the given number. MA.K.AR.1.2: Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers. MTR.1.1 Actively participate in effortful learning. MTR.2.1 Demonstrate understanding in multiple ways.
MTR.3.1 Complete tasks with mathematical fluency. MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure. MTR.7.1 Apply mathematics to real-world contexts.
MA.K.NSO.1.1: Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.
MA.K.NSO.1.2: Given a number from 0 to 20, count out that many objects.
MA.K.NSO.1.4: Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.
MA.K.NSO.2.1: Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.
MA.K.NSO.2.2: Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.
MA.K.NSO.2.3: Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.

Week 28: March 10 - 14 (End of nine weeks) (March 17 - 21 SPRING BREAK)

Assessment: Classwork Grade

Math Skills Covered:

Chapter 15 - Explore addition and subtraction to 20

Lessons:
15.1 Use a Ten to Put Together and Take Apart Numbers to 14
Learning Goal: I can understand the numbers 11 to 14 by decomposing the numbers into 10 ones and some more ones using objects.

15.2 Use a Ten to Put Together and Take Apart Numbers to 18
Learning Goal: I can understand the numbers 15 to 18 by decomposing the numbers into 10 ones and some more ones using objects.

Fluency

-Addition facts with sums up to 10.
-Doubles Facts
-Numerals 20 to 100

Chapter Take Away

Listen for Key Words in Story Problem
Draw Counters in a Ten Frame
Ways to Make Numbers to 20

Review/ Preview

Review: Numbers 16-20

Preview: Base Ten

Daily Math/ Calendar Skills:

Daily Math: Counting, place value, number order, missing numbers

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Vocabulary

Tens, ones, take apart, put together, decomposing, equation

Standards:
MA.K.NSO.2.1: Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.
MTR.1.1 Actively participate in effortful learning.
MTR.2.1 Demonstrate understanding in multiple ways.
MTR.3.1 Complete tasks with mathematical fluency.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.
MTR.6.1 Assess reasonableness of solutions.

Week 29: March 25 - 28 (Monday Teacher Planning Day)

Assessment: Chapter 15 Test

Math Skills Covered:

Chapter 15 - Explore addition and subtraction to 20

Lessons:
15.3 Use Numbers to 15
Learning Goal: I can solve problems by using the draw a picture strategy and writing an equation.

15.4 Use a Ten to Put Together and Take Apart Numbers to 20
Learning Goal: I can understand the numbers 19 and 20 by decomposing the numbers into 10 ones and some more ones using objects.

Fluency

-Addition facts with sums up to 10.
-Doubles Facts
-Numerals 20 to 100

Chapter Take Away

Listen for Key Words in Story Problem
Draw Counters in a Ten Frame
Ways to Make Numbers to 20

Review/ Preview

Review: Numbers 16-20

Preview: Counting by 10s/Thermometer

Daily Math/ Calendar Skills:

Daily Math Skills: Addition, missing number, subtraction, greater than and less than, number lines, numbers to 100, 3 D shapes

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Vocabulary

Tens, ones, take apart, put together, decomposing, equation

Standards:

MA.K.NSO.2.1: Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.
MTR.1.1 Actively participate in effortful learning.
MTR.2.1 Demonstrate understanding in multiple ways.
MTR.3.1 Complete tasks with mathematical fluency.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.
MTR.6.1 Assess reasonableness of solutions.

Week 30: March 31- April 4

Assessment: Classwork Grade

Math Skills Covered:	Chapter Take Away	Daily Math/ Calendar Skills:
Composing Numbers to 20 Preview **Lessons:** Use base ten blocks and ones to build numbers to 20.	Introduce base ten blocks and ones	**Daily Math Skills:** Shapes, addition, subtraction, counting by 10's, number lines, counting, missing numbers **Calendar Skills:** -Weekday, Weekend, Days of WK, Months -Tomorrow, Yesterday & Today -Place Value to represent how many days of school (MA.K.NSO.2) -Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

	Review/ Preview	Vocabulary
	Review: Addition and Subtraction to 20 **Preview:** Data	Base ten, ones, tens, place value, digits

Standards:

MA.K.NSO.1.1 Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.

MA.K.NSO.1.2 Given a number from 0 to 20, count out that many objects.

MA.K.NSO.2.2 Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.

MA.K.NSO.2.3 Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.

MA.K.NSO.3.1 Explore addition of two whole numbers from 0 to 10, and related subtraction facts.

MA.K.NSO.3.2 Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability

MA.K.AR.1.3 Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.

MA.K.AR.2.1 Explain why addition or subtraction equations are true using objects or drawings.

Week 31: April 7 -11

Assessment: Chapter 20 Test

Math Skills Covered:

Chapter 20 - Data

Lessons:
20.1 Sort by Shape and Size
Learning Goal: I can collect and sort objects into categories by shape.

Learning Goal: I can collect and sort objects into categories by size.

Learning Goal: I can collect and sort objects into categories by my own rule.

Learning Goal: I can categorize and label groups based on their attributes

Lessons:
20.2 Sort into Three or More Groups
Learning Goal: I can collect and sort objects into three or more categories.

20.3 Sort and Count
Learning Goal: I can solve problems by connecting math concepts.

Chapter Take Away

Sort by size, shape, color

Daily Math/ Calendar Skills:

Daily Math Skills: 2D shapes,3D shapes, counting by tens, missing numbers, counting, number order, number lines, greater and less than

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Review/ Preview

Review: Base Ten

Preview: Clocks (hour and half hour)

Vocabulary

Category, sort, classify, data, collect

Standards:
MTR.1.1 Actively participate in effortful learning.
MTR.5.1 Use patterns and structure.
MTR.6.1 Assess reasonableness.
MA.K.AR.2.1 Explain why addition or subtraction equations are true using objects or drawings
MA.K.DP.1.1 Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings.

Week 32: April 14 - 18

Assessment: Chapter 16 Classwork

Math Skills Covered:	Chapter Take Away	Daily Math/ Calendar Skills:

Math Skills Covered:

Chapter 16 - Count to 100

Lessons:
16.1 Count to 50 by Ones
Learning Goal: I can know the count sequence when counting to 50 by ones.

16.2 Count to 100 by Ones
Learning Goal: I can know the count sequence when counting to 100 by ones.

Chapter Take Away

Count to 100
Counting on from a given numbers
Count by tens
Missing Numbers to 100
Counting forward and backward

Daily Math/ Calendar Skills:

Daily Math Skills: Positional words, 3D shapes, number order, counting by tens, greater and less than, addition

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Review/ Preview

Review: Data

Preview: Addition (Double digit + single digit, adding zero, adding 3 numbers)

Vocabulary

Comes next, count on, count by, skip counting, fifty, one hundred, count sequence, by tens, forward, backwards

Standards:
MA.K.NSO.2.1: Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.
MA.1.NSO.1.1: Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.
MTR.1.1 Actively participate in effortful learning.
MTR.2.1 Demonstrate understanding in multiple ways.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.
MTR.6.1 Assess reasonableness of solutions.
MTR.7.1 Apply mathematics to real-world contexts.

Week 33: April 21 - 25 (23rd is a ½ day)

Assessment: Classwork Grade

Math Skills Covered:

Addition with multiple numbers, review teen addition, and preview double digit addition (including addition with 0).

Lessons:
Add using 3 single digit numbers.

Put together numbers to 20.

Add double digit addition to a single digit number.

Add numbers to 100 with 0.

Chapter Take Away

add multiple addition
double digit addition
adding 0 to double digit numbers

Daily Math/ Calendar Skills:

Daily Math Skills: Size, 3D shapes, weight, numbers to 100, addition, tally marks, subtraction, length, word problems, greater and less than, counting

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Review/ Preview

Review: Count to 100

Preview: Skip Counting/Place Value

Vocabulary

Add, put together, digit, double digit

Standards:

MA.K.AR.1.3: Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.
MA.K.AR.2.1: Explain why addition or subtraction equations are true using objects or drawings.
MA.K.AR.2.1: Explain why addition or subtraction equations are true using objects or drawings.
MA.K.NSO.2.2: Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.
MA.K.NSO.3.2: Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.

Week 34: April 28 - May 2

Assessment: Chapter 16 Test

Math Skills Covered:

Chapter 16 - Count to 100

Lessons:
16.3 Count to 100 by Tens
Learning Goal: I can know the count sequence when counting to 100 by tens.

16.4 Count Forwards and Backwards
Learning Goal: I can order numbers and recognize the number sequence to 20.

Chapter Take Away

Count to 100
Counting on from a given numbers
Count by tens
Missing Numbers to 100
Counting forward and backward

Daily Math/ Calendar Skills:

Daily Math Skills: 2D shapes, counting by tens, ordinal numbers, missing numbers, addition, number sequencing, counting, 3D shapes, greater and less than, subtraction

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Review/ Preview

Review: Addition (Double digit + single digit, adding zero, adding 3 numbers)

Preview: Skip Counting/Place Value

Vocabulary

Comes next, count on, count by, skip counting, fifty, one hundred, count sequence, by tens, forward, backwards

Standards:
MA.K.NSO.2.1: Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.
MA.1.NSO.1.1: Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.
MTR.1.1 Actively participate in effortful learning.
MTR.2.1 Demonstrate understanding in multiple ways.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.
MTR.6.1 Assess reasonableness of solutions.
MTR.7.1 Apply mathematics to real-world contexts.

Week 35: May 5 - 9

Assessment: No Assessment

Math Skills Covered:

Chapter 16 - Count to 100

Lessons:
Skip count by 5's.

Skip count by 2's.

Count to 120 from any given number.

Finding finding missing numbers in a sequence of numbers.

Chapter Take Away

Count by 5's
Count by 2's
Count to 120
Missing numbers in a sequence

Daily Math/ Calendar Skills:

Daily Math Skills: 2D and #d shapes, missing numbers, counting, number lines, addition, place value, ordinal numbers, counting by fives

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Review/ Preview

Review: Addition (Double digit + single digit, adding zero, adding 3 numbers)

Preview: Skip Counting/Place Value

Vocabulary

Skip count, sequence, missing number

Standards:

MA.K.NSO.2.1: Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.
MA.1.NSO.1.1: Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.
MTR.1.1 Actively participate in effortful learning.
MTR.2.1 Demonstrate understanding in multiple ways.
MTR.4.1 Engage in discussions on mathematical thinking.
MTR.5.1 Use patterns and structure.
MTR.6.1 Assess reasonableness of solutions.
MTR.7.1 Apply mathematics to real-world contexts.

Week 36: May 12 - 16

Assessment: No Assessment

Math Skills Covered:

1st Grade Preview.

Lessons:
Preview double digit addition and subtraction.

Preview place value.

Preview coins and count their value.

Preview reading clocks.

Chapter Take Away

double digit addition
place value
coins
time

Review/ Preview

Review: Kindergarten Skills

Preview: 1st Grade Skills (Even/Odd, Word Problems)

Daily Math/ Calendar Skills:

Daily Math: Pick a previous daily math to review (as needed)

Calendar Skills:
-Weekday, Weekend, Days of WK, Months
-Tomorrow, Yesterday & Today
-Place Value to represent how many days of school (MA.K.NSO.2)
-Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

Vocabulary

hundreds, tens, ones, double digit, addition, expanded form, standard form, quarter, dime, penny, nickel, half past, o'clock

Standards:
See first grade standards

Week 37: May 19 -23

Assessment: No Assessment

Math Skills Covered:	Chapter Take Away	Daily Math/ Calendar Skills:
1st Grade Preview. **Lessons:** Preview double digit addition and subtraction. Preview place value. Preview coins and count their value. Preview reading clocks.	double digit addition place value coins time	**Daily Math:** Pick a previous daily math to review (as needed) **Calendar Skills:** -Weekday, Weekend, Days of WK, Months -Tomorrow, Yesterday & Today -Place Value to represent how many days of school (MA.K.NSO.2) -Represent the Target Number of the Day in various forms (MA.K.NSO.1.1, MA.K.NSO.2.2)

	Review/ Preview	Vocabulary
	Review: All Kindergarten Math Skills and Standards **Preview:** 1st Grade Skills	hundreds, tens, ones, double digit, addition, expanded form, standard form, quarter, dime, penny, nickel, half past, o'clock

Standards:
See first grade standards