

Staggered Start: August 10 - 12

Assessment: No Assessment

Math Skills Covered:

Foundations and Procedures

Lessons:

Teach and Model Rules and Procedures for Math Time

Learning Goal: I can appropriately use math tools.

Fluency

Foundations and Procedures

Daily Math/ Calendar Skills:

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

Review: 2D Shapes (VPK Skill)

Preview: Numbers 0-5

Vocabulary

Foundations and Procedures

Standards:

Foundations and Procedures, Social Skills

Week 1: August 15 - 19

Assessment: Practice - Not Graded

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 1 - Count, Write, and Represent 1 Through 4</p> <p>Lessons: <u>1.1-Model and Count 1 and 2</u> Learning Goal: I can model and count 1 and 2 with objects.</p> <p><u>1.2 Count and Represent 1 and 2</u> Learning Goal: I can represent 1 and 2 objects with written numerals.</p> <p><u>1.3 Model and Count 3 and 4</u> Learning Goal: I can model and count 3 and 4 with objects.</p> <p><u>1.4 Count and Represent 3 and 4</u> Learning Goal: I can represent 3 and 4 objects with written numerals</p>	<p>-Numbers 0-10 Numerals, tally marks, ten frames, dice, number word</p>	<p>Daily Math Skills: Number sense, shapes, colors (VPK Review)</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: 2D Shapes (VPK Skill)</p> <p>Preview: Numbers 0-5</p>	<p>One, two, three, four, match, count, represent</p>

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 2: August 22 - 26

Assessment: Classwork Grade

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 2 - Count, Write, and Represent Numbers Through 5</p> <p>Lessons: <u>2.1 Model and Count 5</u> Learning Goal: I can model and count up to 5 with objects.</p> <p><u>2.2 Count and Represent 5</u> Learning Goal: I can represent up to 5 objects with a written numeral.</p> <p><u>2.3 Ways to Make 5</u> Learning Goal: I can use objects or drawings to decompose 5 into pairs in more than one way.</p> <p><u>2.4 Number in a Group</u> Learning Goal: I can tell the number of objects in a group without counting.</p>	<p>-Numbers 0-10 Numerals, tally marks, ten frames, dice, number word</p>	<p>Daily Math Skills: Tally Marks, Shapes, Spatial Relations, Measurement, Number sense (VPK Review)</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: 2D Shapes (VPK Skills)/ Numbers 0-4</p> <p>Preview: Compare Numbers 0-5</p>	<p>Five, pair, and, larger, forward, backwards, count, represent, pairs</p>

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 3: August 29 - September 2

Assessment: Chapter 1 & 2 Test

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 2 - Count, Write, and Represent Numbers Through 5</p> <p>Lessons: <u>2.5 Count and Order to 5</u> Learning Goal: I can know that each successive number refers to a quantity that is one larger.</p> <p><u>2.6 Count Forward and Backward to 5</u> Learning Goal: I can count forward and backward within 5.</p> <p><u>2.7 Understand 0</u> Learning Goal: I can solve problems by using the strategy to make a model.</p> <p><u>2.8 Identify and Represent 0</u> Learning Goal: I can represent 0 objects with a written numeral.</p>	<p>-Numbers 0-10 Numerals, tally marks, ten frames, dice, number word</p>	<p>Daily Math Skills: Number sense, shapes, Spatial relations, Patterns (VPK Review)</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Numbers 0-5</p> <p>Preview: Number Order 0-10</p>	<p>Five, zero, pair, and, larger, forward, backwards</p>

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 5 - 9 (Mon.-No School)

Assessment: Classwork Grade

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 3 - Compare Numbers through 5</p> <p>Lessons: <u>3.1 Same Number</u> Learning Goal: I can use matching and counting strategies to compare sets with the same number of objects.</p> <p><u>3.2 Greater Than</u> 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.</p> <p><u>3.3 Less Than</u> 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.</p> <p><u>3.4 Compare by Matching Sets to 5</u> Learning Goal: I can make a model to solve problems using a matching strategy.</p>	<p>-Numbers 0-10 Numerals, tally marks, ten frames, dice, number word</p>	<p>Daily Math Skills: Tally Marks, Shapes, Patterns, Spatial relations (VPK Review)</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Number order 0-5; Ways to make 5</p> <p>Preview: Compare Numbers 0-10</p>	<p>Compare, equal to, greater than, less than</p>
<p>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.</p>		

Week 5: September 12 – 16 (Wed.-Half day/teacher planning)

Assessment: Chapter 3 Test

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 3 - Compare Numbers through 5</p> <p>Lessons: <u>3.5 Compare by Counting Sets to 5</u> Learning Goal: I can use a counting strategy to compare sets of objects.</p> <p><u>3.6 Ordinal Numbers to 5th</u> Learning Goal: I can recognize the ordinal positions to 5th.</p>	<p>-Numbers 0-10 Numerals, tally marks, ten frames, dice, number word</p>	<p>Daily Math Skills: Shapes, Number sense, ten frames, ordinal numbers</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Ways to Make 5</p> <p>Preview: Counting Backwards 0-10</p>	<p>Compare, equal to, greater than, less than, first, second, third, fourth, fifth, before, after, ordinal position</p>

Standards:

- 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.
- 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.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 6: September 19 - 23

Assessment: Classwork Grade

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 4 - Count and Represent through 8</p> <p>Lessons: <u>4.1 Model and Count 6</u> Learning Goal: I can model and count 6 with objects.</p> <p><u>4.2 Count and Represent 6</u> Learning Goal: I can represent up to 6 objects with a written numeral.</p> <p><u>4.3 Model and Count 7</u> Learning Goal: I can model and count 7 with objects.</p> <p><u>4.4 Count and Represent 7</u> Learning Goal: I can represent up to 7 objects with a written numeral.</p>	<p>-Numbers 0-10 Numerals, tally marks, ten frames, dice, number word</p>	<p>Daily Math Skills: Tally Marks, Missing number, ten frames, more/less, shapes, positional</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Counting Backwards 0-10</p> <p>Preview: Order and Compare Numbers 0-10</p>	<p>Six, seven, eight, count, represent</p>

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 7: September 26 - 30

Assessment: Chapter 4 Test

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 4 - Count and Represent through 8</p> <p>Lessons: <u>4.5 Model and Count 8</u> Learning Goal: I can model and count 8 with objects.</p> <p><u>4.6 Count and Represent 8</u> Learning Goal: I can represent up to 8 objects with a written numeral.</p>	<p>-Numbers 0-10 Numerals, tally marks, ten frames, dice, number word</p>	<p>Daily Math Skills: Number sense, more/less, shapes</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Order and Compare Numbers 0-10</p> <p>Preview: Teens Numbers to 15</p>	<p>eight, represent</p>

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

Week 8: October 3 - 7

Assessment: Classwork Grade

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 5 - Represent through 10 Lessons: <u>5.1 Model and Count 9</u> Learning Goal: I can model and count 9 with objects.</p> <p><u>5.2 Count and Represent 9</u> Learning Goal: I can represent up to 9 objects with a written numeral.</p> <p><u>5.3 Numbers to 9</u> Learning Goal: I can solve problems by using the strategy to draw a picture.</p> <p><u>5.4 Model and Count 10</u> Learning Goal: I can model and count 10 with objects.</p>	<p>-Numbers 0-10 Numerals, tally marks, ten frames, dice, number word</p>	<p>Daily Math Skills: Tally marks, missing number, number sense, patterns, more/ less</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Represent Numbers 0-10</p> <p>Preview: Teens Numbers to 15</p>	<p>Nine, ten</p>
<p>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.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. 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</p>		

Week 9: October 10 - 14

Assessment: Chapter 5 Test

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 5 - Represent through 10</p> <p>Lessons: <u>5.5 Count and Represent 10</u> Learning Goal: I can represent up to 10 objects with a written numeral.</p> <p><u>5.6 Ways to Make 10</u> Learning Goal: I can use a drawing to make 10 from a given number</p>	<p>-Numbers 0-10 Numerals, tally marks, ten frames, dice, number word</p> <p>-Numbers 11-15 Numerals, ten frames, number word</p>	<p>Daily Math Skills: Tally marks, missing numbers, counting, two dimensional shapes, greater than, less than, patterns</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Represent Numbers 0-10</p> <p>Preview: Teens Numbers to 15</p>	<p>Ten, represent, compare, model, objects</p>

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. 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.

Week 10: October 17 - 21 (Mon.-Teacher Planning Day) End of Grading Period October 14, 2022

Assessment: Classwork Grade

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 6 - Order and Compare through 10 Lessons: <u>6.1 Count and Order to 10</u> Learning Goal: I can count forward to 10 from a given number.</p> <p><u>6.2 Compare by Matching Sets to 10</u> Learning Goal: I can solve problems by using the strategy to make a model.</p> <p><u>6.3 Compare by Counting Sets to 10</u> Learning Goal: I can use counting strategies to compare sets of objects.</p>	<p>-Numbers 0-10 Numerals, tally marks, ten frames, dice, number word</p> <p>-Numbers 11-15 Numerals, ten frames, number word</p>	<p>Daily Math Skills: Tally marks, missing numbers, counting, two dimensional shapes, greater than, less than, patterns</p> <p>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)</p>
<p><u>6.4 One More and One Less to 10</u> Learning Goal: I can use a number line to find one more than and one less to 10.</p>	<p align="center">Review/ Preview</p> <hr/> <p>Review: Count, Compare, Identify Numbers 0-10</p> <p>Preview: Teen Numbers to 20</p>	<p align="center">Vocabulary</p> <hr/> <p>Ten, one more, one less, count, represent, compare, model, count forward, more, fewer, greater, less</p>

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. 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.

Week 11: October 24 - 28 2nd 9 weeks

Assessment: Chapter 6 Test

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 6 - Order and Compare through 10 Lessons:</p> <p><u>6.5 Compare Two Numbers</u> Learning Goal: I can compare two numbers between 1 and 10.</p> <p><u>6.6 Compare Numbers to 10</u> Learning Goal: I can compare numbers and sets of objects to 10.</p>	<p>-Numbers 11-20 Numerals, ten frames, number word</p>	<p>Daily Math Skills: Counting, greater and less than, number lines, missing numbers</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Count, Compare, Identify Numbers 0-10</p> <p>Preview: Teen Numbers to 20</p>	<p>compare, true, top, bottom, model, missing number, dots, more, fewer, greater, less, number line, set</p>

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.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. 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.

Week 12: October 31 - November 4

Assessment: Classwork Grade

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 7 - Count, Represent, and Compare Numbers through 15</p> <p>Lessons: <u>7.1 Model and Count 11 and 12</u> Learning Goal: I can count out 11 or 12 objects.</p> <p><u>7.2 Count and Represent 11 and 12</u> Learning Goal: I can write 11 or 12 to represent a group of objects.</p> <p><u>7.3 Model and Count 13 and 14</u> Learning Goal: I can count out 13 or 14 objects.</p>	<p>-Numbers 11-20 Numerals, ten frames, number word</p>	<p>Daily Math Skills: Adding, counting, greater than and less than, missing numbers, number lines</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Teen Numbers to 15</p> <p>Preview: Put apart and take together Numbers 0-5</p>	<p>Eleven, twelve, thirteen, fourteen</p>

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.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. 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.

Week 13: November 7 - 11 (Fri.-No School)

Assessment: Chapter 7 Test

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 7 - Count, Represent, and Compare Numbers through 15</p> <p>Lessons: <u>7.4 Count and Represent 13 and 14</u> Learning Goal: I can write 13 or 14 to represent a group of objects.</p> <p><u>7.5 Model, Count, and Represent 15</u> Learning Goal: I can count and represent 15 with objects or a written numeral.</p> <p><u>7.6 One More and One Less to 15</u> Learning Goal: I can find one more or one less than a number to 15.</p>	<p>-Numbers 11-20 Numerals, ten frames, number word)</p>	<p>Daily Math Skills: Counting, greater than and less than, measuring tools, missing numbers, number lines</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Teen Numbers to 15</p> <p>Preview: Put apart and take together Numbers 0-5</p>	<p>Thirteen, fourteen, fifteen, one more, one less</p>

Standards: 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.

Week 14: November 14 - 18

Assessment: Classwork Grade

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 8 - Count, Represent, and Compare Numbers through 20</p> <p>Lessons: <u>8.1 Model and Count 16 and 17</u> Learning Goal: I can count out 16 or 17 objects.</p> <p><u>8.2 Count and Represent 16 and 17</u> Learning Goal: I can write 16 or 17 to represent a group of objects.</p> <p><u>8.3 Model and Count 18 and 19</u> Learning Goal: I can count out 18 or 19 objects.</p> <p><u>8.4 Count and Represent 18 and 19</u> Learning Goal: I can write 18 or 19 to represent a group of objects.</p>	<p>-Numbers 11-20 Numerals, ten frames, number word</p>	<p>Daily Math Skills: Subtraction, missing numbers, patterns, equal, greater and less than, ordinal numbers</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Teen Numbers to 20</p> <p>Preview: Put together and take apart to 10</p>	<p>Sixteen, Seventeen, Eighteen, Nineteen, Counting, greater and less than, number lines, missing numbers</p>

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.

Week 15: November 28 - December 2

Assessment: Chapter 8 Test

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 8 - Count, Represent, and Compare Numbers through 20</p> <p>Lessons: <u>8.5 Model, Count, and Represent 20</u> Learning Goal: I can count and represent 20 with objects or a written numeral.</p> <p><u>8.6 Count and Order to 20</u> Learning Goal: I can use a number line to order numbers to 20.</p> <p><u>8.7 One More and One Less to 20</u> Learning Goal: I can find and compare numbers to 20 using a number line.</p> <p><u>8.8 Compare Numbers to 20</u> Learning Goal: I can compare numbers to 20 by using the strategy to make a model.</p>	<p>-Numbers 11-20 Numerals, ten frames, number word</p>	<p>Daily Math Skills: Counting, greater and less than, missing numbers, number lines, base ten, subtraction</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Put together and take apart to 5</p> <p>Preview: Addition up to 5</p>	<p>Twenty, number line, order</p>

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.

Week 16: December 5 - 9

Assessment: Classwork Grade

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 9 - Put together and take apart numbers to 5</p> <p>Lessons: <u>9.1 Put Together Numbers to Make 3</u> Learning Goal: I can put numbers together to make numbers to 3.</p> <p><u>9.2 Put Together Numbers to Make 4 and 5</u> Learning Goal: I can put together numbers to make 4 and 5.</p> <p><u>9.3 Take Away From Numbers to 5</u> Learning Goal: I can take away from numbers to 5.</p> <p><u>9.4 Put Together and Take Away From Numbers to 5</u> Learning Goal: I can put together and take away within 5.</p>	<p>-Numbers 11-20 Numerals, ten frames, number word</p>	<p>Daily Math Skills: Subtraction, greater and less than, number lines, patterns, counting, missing numbers, number order</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Put together and take apart to 5</p> <p>Preview: Addition up to 5</p>	<p>Add, is, equal to, equation, sum, put together, take away from</p>

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.

Week 17: December 12 - 16

Assessment: Classwork Grade

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 10 - Put together and take apart numbers to 10</p> <p>Lessons: <u>10.1 Put Together Numbers to Make 6 and 7</u> Learning Goal: I can put numbers together to 6 and 7.</p> <p><u>10.2 Put Together Numbers to Make 8</u> Learning Goal: I can put together numbers to 8.</p> <p><u>10.3 Put Together Numbers to Make 9</u> Learning Goal: I can put together numbers to make 9.</p> <p><u>10.4 Put Together Numbers to Make 10</u> Learning Goal: I can put together numbers to make 10.</p>	<p>-Numbers 11-20 Numerals, ten frames, number word</p>	<p>Daily Math Skills: Greater and less than, number order, counting, missing numbers, ordinal numbers</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Put together and take apart to 10</p> <p>Preview: Addition to 10</p>	<p>Subtract, difference, symbol, equation, take apart, solve, put together</p>

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 18: December 19 - 23 End of Grading Period December 23, 2022

Assessment: Chapter 9 & 10 Test

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 10 - Put together and take apart numbers to 10</p> <p>Lessons: <u>10.5 Take Away From 6 and 7</u> Learning Goal: I can take away numbers from 6 and 7.</p> <p><u>10.6 Take Away From 8 and 9</u> Learning Goal: I can take away numbers from 8 and 9.</p> <p><u>10.7 Take Away From Numbers to 10</u> Learning Goal: I can take away numbers from 10.</p>	<p>-Numbers 11-20 Numerals, ten frames, number word</p>	<p>Daily Math Skills: Counting, greater and less than, patterns, missing numbers, ordinal numbers</p> <p>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)</p>
<p><u>10.8 Put Together and Take Away From Numbers Up to 10</u> Learning Goal: I can put together and take away numbers within 10.</p>	<p align="center">Review/ Preview</p> <hr/> <p>Review: All previously learned skills</p> <p>Preview: Subtraction within 5</p>	<p align="center">Vocabulary</p> <hr/> <p>Add, is, equal to, equation, sum, subtract, difference</p>

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.1.3: 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.6.1 Assess reasonableness. MTR.7.1 Apply mathematics to real-world contexts.

Week 19: January 9 - 13 (Mon. - Teacher Planning) 3rd 9 weeks

Assessment: Classwork Grade

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 11 - Addition up to 5</p> <p>Lessons: <u>11.1 Introduce Symbols to Add</u> Learning Goal: I can use symbols to write an addition equation.</p> <p><u>11.2 Addition as Putting Together</u> Learning Goal: I can use addition to put together two groups.</p> <p><u>11.3 More Addition</u> Learning Goal: I can use objects or drawings to show that an additional equation is true.</p> <p><u>11.4 Sums Up to 5</u> Learning Goal: I can write and solve addition equations with sums up to 5.</p>	<p>-Addition facts with sums up to 10. -Doubles Facts</p>	<p>Daily Math Skills: Addition up to 5; How many in all; Matching addition equations to a picture</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Addition to 5</p> <p>Preview: Addition to 10</p>	<p>Sum, addition, equations, fact families, number bonds</p>
<p>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.</p>		

Week 20: January 16 - 20 (no school Monday)

Assessment: Classwork Grade

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 12 - Subtraction within 5</p> <p>Lessons: <u>12.1 Introduce Symbols to Subtract</u> Learning Goal: I can use symbols to write a subtraction equation.</p> <p><u>12.2 Subtraction as Take Apart</u> Learning Goal: I can use subtraction to take apart two groups.</p> <p><u>12.3 Write Subtraction</u> Learning Goal: I can use objects or drawings to show that a subtraction equation is true.</p> <p><u>12.4 Differences Within 5</u> Learning Goal: I can write and solve subtraction equations within 5.</p> <p><u>12.5 Subtraction Word Problems Within 5</u> Learning Goal: I can solve subtraction word problems within 5.</p>	<p>-Addition facts with sums up to 10. -Doubles Facts</p>	<p>Daily Math Skills: Addition up to 5; Subtraction within 5</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Subtraction to 5</p> <p>Preview: Subtraction within 10</p>	<p>Add, subtract, sums, doubles, one more, one less</p>

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.1.3: Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem. 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 21: January 23 - 27

Assessment: Chapter 11 & 12 Test

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 11 - <u>Addition up to 5</u></p> <p><u>Review Lessons</u> Learning Goal: I can review using addition to put two groups together.</p> <p>Chapter 12 - <u>Subtraction within 5</u></p> <p><u>Review Lessons</u> Learning Goal: I can review using subtraction to take apart two groups.</p>	<p>-Addition facts with sums up to 10. -Doubles Facts</p>	<p>Daily Math Skills: Subtraction within 5 Addition up to 10</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Subtraction within 5</p> <p>Preview: Subtraction within 10</p>	<p>Add, subtract, sums, doubles, equation, word problem, one more, one less</p>

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 22: January 30 - February 3

Assessment: Classwork Grade

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 13 - Addition up to 10</p> <p>Lessons: <u>13.1 One More and One Less</u> Learning Goal: I can add 1 and subtract 1.</p> <p><u>13.2 Sums Up to 7</u> Learning Goal: I can solve problems with sums to 7.</p> <p><u>13.3 Sums Up to 9</u> Learning Goal: I can solve problems with sums to 9.</p>	<p>-Addition facts with sums up to 10. -Doubles Facts</p>	<p>Daily Math Skills: Subtraction, addition, number line</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Addition to 10</p> <p>Preview: Explore Addition and Subtraction to 20</p>	<p>Subtract, equations, solve, true, false</p>

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 23: February 6 - 10

Assessment: Chapter 13 Test

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 13 - Addition up to 10</p> <p>Lessons: <u>13.4 Sums Up to 10</u> Learning Goal: I can solve problems with sums to 10.</p> <p><u>13.5 Doubles</u> Learning Goal: I can find the sum of doubles.</p> <p><u>13.6 Addition Word Problems</u> Learning Goal: I can complete addition sentences to solve word problems.</p> <p>Related Facts Extra Lessons to match BEST Standards:</p> <p>Learning Goal: I can add in any order to find the sum.</p> <p>Learning Goal: I can decide if the addition equations are related.</p> <p>Learning Goal: I can use number bonds to create fact families.</p>	<p>-Addition facts with sums up to 10. -Doubles Facts</p>	<p>Daily Math Skills: Addition, subtraction, number line, doubles</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Addition to 10</p> <p>Preview: Explore Addition and Subtraction to 20</p>	<p>Subtract, equations, solve, true, false</p>
<p>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.</p>		

Week 24: February 13 - 17

Assessment: Classwork Grade

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 14 - Subtraction within 10</p> <p>Lessons: <u>14.1 Differences Within 7</u> Learning Goal: I can write and solve subtraction equations within 7.</p> <p><u>14.2 Differences Within 9</u> Learning Goal: I can write and solve subtraction equations within 9.</p> <p><u>14.3 Differences Within 10</u> Learning Goal: I can write and solve subtraction equations within 10.</p> <p><u>14.4 Subtraction Word Problems</u> Learning Goal: I can solve subtraction word problems within 10.</p>	<p>-Addition facts with sums up to 10. -Doubles Facts</p>	<p>Daily Math Skills: Addition, subtraction</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Subtraction within 10</p> <p>Preview: Count to 100</p>	<p>tens, ones, take apart, put together, decompose, equation, add, subtract, counters, go away, left</p>

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 25: February 20 - 24 (Mon. No School)

Assessment: Chapter 14 Test

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 14 - Subtraction within 10</p> <p><u>Review Lessons</u></p> <p>Learning Goal: I can write and solve subtraction equations.</p> <p>Learning Goal: I can solve subtraction word problems.</p>	<p>-Addition facts with sums up to 10. -Doubles Facts</p>	<p>Daily Math Skills: Counting, place value, missing numbers, number order, addition</p> <p>Calendar Skills:</p> <ul style="list-style-type: none"> -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)
	<p align="center">Review/ Preview</p> <hr style="border-top: 1px dashed black;"/> <p>Review: Explore Addition and Subtraction to 20</p> <p>Preview: 2D Shapes</p>	<p align="center">Vocabulary</p> <hr style="border-top: 1px dashed black;"/> <p>Tens, ones, take apart, put together, decomposing, equation, add, subtract, counters, go away, left</p>

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 26: February 27 - March 3

Assessment: Classwork Grade

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 15 - Explore addition and subtraction to 20</p> <p>Lessons: <u>15.1 Use a Ten to Put Together and Take Apart Numbers to 14</u> Learning Goal: I can understand the numbers 11 to 14 by decomposing the numbers into 10 ones and some more ones using objects.</p> <p><u>15.2 Use a Ten to Put Together and Take Apart Numbers to 18</u> Learning Goal: I can understand the numbers 15 to 18 by decomposing the numbers into 10 ones and some more ones using objects.</p>	<p>-Addition facts with sums up to 10. -Doubles Facts -Numerals 20 to 100</p>	<p>Daily Math: Counting, place value, number order, missing numbers</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: Explore Addition and Subtraction to 20</p> <p>Preview: 2D shapes</p>	<p>Tens, ones, take apart, put together, decomposing, equation</p>

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 27: March 6 - 10

Assessment: Chapter 15 Test

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 15 - Explore addition and subtraction to 20</p> <p>Lessons: <u>15.3 Use Numbers to 15</u> Learning Goal: I can solve problems by using the draw a picture strategy and writing an equation.</p> <p><u>15.4 Use a Ten to Put Together and Take Apart Numbers to 20</u> Learning Goal: I can understand the numbers 19 and 20 by decomposing the numbers into 10 ones and some more ones using objects.</p>	<ul style="list-style-type: none"> -Addition facts with sums up to 10. -Doubles Facts -Numerals 20 to 100 	<p>Daily Math Skills: Addition, missing number, subtraction, greater than and less than, number lines, numbers to 100, 3 D shapes</p> <p>Calendar Skills:</p> <ul style="list-style-type: none"> -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
	<p>Review: Count to 100</p> <p>Preview: 3D Shapes</p>	<p>Tens, ones, take apart, put together, decomposing, equation</p>
<p>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.1.4: 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. MA.K.GR.1.5: Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares. 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.</p>		

Week 28: March 13-17 (Planning Day Friday) (March 20-24 SPRING BREAK) March 16- End of Grading Period

Assessment: Classwork Grade

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 16 - Count to 100</p> <p>Lessons: <u>16.1 Count to 50 by Ones</u> Learning Goal: I can know the count sequence when counting to 50 by ones.</p> <p><u>16.2 Count to 100 by Ones</u> Learning Goal: I can know the count sequence when counting to 100 by ones.</p>	<p>-Addition facts with sums up to 10. -Doubles Facts -Numerals 20 to 100</p>	<p>Daily Math Skills: Shapes, addition, subtraction, counting by 10's, number lines, counting, missing numbers</p> <p>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)</p>
	<p>Review/ Preview</p> <p>Review: Count to 100</p> <p>Preview: 3D Shapes</p>	<p>Vocabulary</p> <p>Comes next, count on, count by, skip counting, fifty, one hundred, count sequence, by tens</p>

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.1.4: 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. MA.K.GR.1.5: Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares. 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 29: March 27 - 31 4th 9 weeks

Assessment: Chapter 16 Test

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 16 - Count to 100</p> <p>Lessons: <u>16.3 Count to 100 by Tens</u> Learning Goal: I can know the count sequence when counting to 100 by tens.</p> <p><u>16.4 Count Forwards and Backwards</u> Learning Goal: I can order numbers and recognize the number sequence to 20.</p>	<p>-Basic Subtraction Facts -Numerals 20 to 100</p>	<p>Daily Math Skills: 2D shapes,3D shapes, counting by tens, missing numbers, counting, number order, number lines, greater and less than</p> <p>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)</p>
	<p align="center">Review/ Preview</p> <hr/> <p>Review: 2D Shapes</p> <p>Preview: Measurement</p>	<p align="center">Vocabulary</p> <hr/> <p>Comes next, count on, count by, skip counting, fifty, one hundred, count sequence, by tens, forward, backwards</p>

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.1.4: 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. MA.K.GR.1.5: Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares. 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 30: April 3 - 7

Assessment: Classwork Grade

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 17 - Two-Dimensional Shapes</p> <p>Lessons: <u>17.1 Identify and Name Circles</u> Learning Goal: I can identify and name two-dimensional shapes, including circles.</p> <p><u>17.2 Describe Circles</u> Learning Goal: I can describe attributes of circles.</p> <p><u>17.3 Identify and Name Squares</u> Learning Goal: I can identify and name two-dimensional shapes, including squares.</p>	<p>-Basic Subtraction Facts -Numerals 20 to 100</p>	<p>Daily Math Skills: Positional words, 3D shapes, number order, counting by tens, greater and less than, addition</p> <p>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)</p>
<p><u>17.4 Describe Squares</u> Learning Goal: I can describe attributes of squares.</p> <p><u>17.5 Identify and Name Triangles</u> Learning Goal: I can identify and name two-dimensional shapes, including triangles.</p>	<p align="center">Review/ Preview</p> <hr/> <p>Review: 2D Shapes</p> <p>Preview: Measurement</p>	<p align="center">Vocabulary</p> <hr/> <p>Two-dimensional shape, circle, curve, square, side, vertex, vertices, corner, sides of equal length, triangle</p>
<p>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.</p>		

Week 31: April 10 - 14

Assessment: Chapter 17 Test

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 17 - Two-Dimensional Shapes</p> <p>Lessons: <u>17.6 Describe Triangles</u> Learning Goal: I can describe attributes of triangles.</p> <p><u>17.7 Identify and Name Rectangles</u> Learning Goal: I can identify and name two-dimensional shapes, including rectangles.</p> <p><u>17.8 Describe Rectangles</u> Learning Goal: I can describe attributes of rectangles.</p> <p><u>17.9 Compare Two-Dimensional Shapes</u> Learning Goal: I can use the words <i>alike</i> and <i>different</i> to compare two-dimensional shapes by attributes.</p> <p><u>17.10 Create Shapes</u> Learning Goal: I can combine shapes to make a new shape.</p>	<p>-Basic Subtraction Facts -Numerals 20 to 100</p>	<p>Daily Math Skills: Length , width, shapes, measurement, subtraction, addition, 3D shapes, missing numbers, greater and less than, number sequencing, positional words</p> <p>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)</p>
	<p align="center">Review/ Preview</p> <hr/> <p>Review: 3D Shapes</p> <p>Preview: Data</p>	<p align="center">Vocabulary</p> <hr/> <p>Rectangle, alike, different t</p>

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 32: April 17 - 21

Assessment: Classwork Grade

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 18 - Three-Dimensional Solids Lessons: <u>18.1 Identify, Name, and Describe Spheres</u> Learning Goal: I can identify, name, and describe spheres.</p> <p><u>18.2 Identify, Name, and Describe Cubes</u> Learning Goal: I can identify, name, and describe cubes.</p> <p><u>18.3 Identify, Names, and Describe Cylinders</u> Learning Goal: I can identify, name, and describe cylinders.</p> <p><u>18.4 Identify, Name, and Describe Cones</u> Learning Goal: I can identify, name, and describe cones.</p>	<p>-Basic Subtraction Facts -Numerals 20 to 100</p>	<p>Daily Math Skills: Size, 3D shapes, weight, numbers to 100, addition, tally marks, subtraction, length, word problems, greater and less than, counting</p> <p>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)</p>
	<p align="center">Review/ Preview</p> <hr/> <p>Review: Measurement</p> <p>Preview: First Grade Skills</p>	<p align="center">Vocabulary</p> <hr/> <p>Three-dimensional shape, sphere, curved surface, cube, flat surface, edge, cylinder, cone</p>

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 33: April 24 - 28 (26th is a ½ day)

Assessment: Chapter 18 Test

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 18 - Three-Dimensional Solids</p> <p>Lessons: <u>18.5 Compare Three-Dimensional Objects</u> Learning Goal: I can compare three-dimensional shapes based on their similarities and differences.</p> <p><u>18.6 Above and Below</u> Learning Goal: I can use the words above and below to compare the positions of two- and three-dimensional shapes.</p> <p><u>18.7 Beside and Next To</u> Learning Goal: I can use the words beside and next to to compare the positions of two and three dimensional shapes.</p> <p><u>18.8 In Front Of and Behind</u> Learning Goal: I can use the words in front of and behind to compare the positions of two and three dimensional shapes.</p>	<p>-Basic Subtraction Facts -Numerals 20 to 100</p>	<p>Daily Math Skills: 2D shapes, counting by tens, ordinal numbers, missing numbers, addition, number sequencing, counting, 3D shapes, greater and less than, subtraction</p> <p>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)</p>
	Review/ Preview	Vocabulary
	<p>Review: All kindergarten math skills and standards</p> <p>Preview: 1st Grade Skills</p>	<p>Above, below, beside, next to, in front of, behind</p>

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 34: May 1 - 5

Assessment: Chapter 19 Test

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 19 - Measurement</p> <p>Lessons: <u>19.1 Compare Lengths</u> Learning Goal: I can measure and compare length.</p> <p><u>19.2 Compare Weights</u> Learning Goal: I can compare the weights of two objects.</p> <p><u>19.3 Compare Volumes</u> Learning Goal: I can compare volume and identify other measurable attributes of objects.</p> <p>Extra Lessons to match BEST Standards: <u>Extra Lesson: Express the length of an object using non-standard objects up to 10 units</u> Learning Goal: I can express or tell the length of an object using non standard units up to 10 units.</p> <p><u>Extra Lesson: Express the length of an object using non-standard objects up to 20 units</u> Learning Goal: I can express or tell the length of an object using non standard units up to 20 units.</p>	<p>-Basic Subtraction Facts -Numerals 20 to 100</p>	<p>Daily Math Skills: 2D and #d shapes, missing numbers, counting, number lines, addition, place value, ordinal numbers, counting by fives</p> <p>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)</p>
	<p align="center">Review/ Preview</p> <p>Review: All kindergarten math skills and standards</p> <p>Preview: 1st Grade Skills</p>	<p align="center">Vocabulary</p> <p>Length, volume, weight, compare, non-standard, measure, units</p>

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 35: May 8 - 12

Assessment: Chapter 20 Test

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Chapter 20 - Data</p> <p>Lessons: <u>20.1 Sort by Shape and Size</u> Learning Goal: I can collect and sort objects into categories by shape.</p> <p>Learning Goal: I can collect and sort objects into categories by size.</p> <p>Learning Goal: I can collect and sort objects into categories by my own rule.</p> <p>Learning Goal: I can categorize and label groups based on their attributes</p>	<p>-Basic Subtraction Facts -Numerals 20 to 100</p>	<p>Daily Math: Pick a previous daily math to review (as needed)</p> <p>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)</p>
<p>Lessons: <u>20.2 Sort into Three or More Groups</u> Learning Goal: I can collect and sort objects into three or more categories.</p> <p><u>20.3 Sort and Count</u> Learning Goal: I can solve problems by connecting math concepts.</p>	<p align="center">Review/ Preview</p> <hr/> <p>Review: All kindergarten math skills and standards</p> <p>Preview: 1st Grade Skills</p>	<p align="center">Vocabulary</p> <hr/> <p>Category, sort, classify, data, collect</p>
<p>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.</p>		

Week 36: May 15 - 19

Assessment: No Assessment

Math Skills Covered:	Fluency	Daily Math/ Calendar Skills:
<p>Prepare for 1st Grade</p> <p>Learning Goal: I can recall previous information to practice Kindergarten skills.</p>	<p>-Basic Subtraction Facts -Numerals 20 to 100</p>	<p>Daily Math: Pick a previous daily math to review (as needed)</p> <p>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)</p>
	<p>Review/ Preview</p> <p>Review: All kindergarten math skills and standards</p> <p>Preview: 1st Grade Skills</p>	<p>Vocabulary</p> <p>All kindergarten vocabulary</p>

Week 37: May 22 - 26 (26th is a planning day)

Assessment: No Assessment

Math Skills Covered:	Vocabulary	Daily Math/ Calendar Skills:
End of Year Celebrations	End of Year Celebrations	<p>Daily Math: Pick a previous daily math to review (as needed)</p> <p>Calendar Skills:</p> <ul style="list-style-type: none"> -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)
	<p style="text-align: center;">Review/ Preview</p> <hr style="border-top: 1px dashed black;"/> Review: Preview:	<p style="text-align: center;">Fluency</p> <hr style="border-top: 1px dashed black;"/> End of Year Celebrations