

Teacher: CORE Math Grade K  
 Course: Math Grade K

Year: 2011-12  
 Month: All Months

S e p t e m b e r	Numbers and Shapes All Around Us							
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessment
	M.CCR.2.1.e- Draw pictures and use objects to illustrate mathematical concepts. M.CCR.2.3.c- Recognize and use mathematics in their daily lives (e.g., graphs, tables, or maps).	Why are calendars important?	Concept of "Days of the Week" Concept of "Months" Concept of "Year"	Recognize parts of a calendar			Counting Tape  Everyday Calendar	
	M.NO.K.1.1- Demonstrates conceptual understanding of rational numbers with respect to: whole numbers from 0 to 12 through investigations that apply the concepts of equivalency in composing or decomposing numbers using models, explanations, or other representations;		Numbers 0 to 5	Recognize numerals 0 to 5  Rote count from 0 to 5				

<p>and positive fractional numbers (1/2) as “fair share” using models, explanations, or other representations.</p> <p>M.NO.K.1.2- Demonstrates understanding of the relative magnitude of numbers from 0 to 20 through investigations that demonstrate one-to-one correspondence; that compare whole numbers to each other or to benchmark whole numbers (5, 10); that demonstrate an understanding of the relation of inequality when comparing whole numbers by using “1 more” or “1 less” ; that connect numbers orally and written as numerals to the they represent using models, representations, or number lines.</p>								
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<p>M.CCR.2.1.e- Draw pictures and use objects to illustrate mathematical concepts. M.CCR.2.2.c- Link different representations.</p>	<p>What are numbers?</p>	<p>Number Representations (Name &amp; Quantity)  One to one correspondence</p>	<p>Match a numeral to a set  When given a specific number either verbally or in print, select a corresponding number of objects. (ex: Child selects the numeral 4, they select 4 objects out of a group of objects)  Touch count a set of 0 to 5 objects</p>				
<p>M.GM.K.1.1- Uses properties, attributes, composition, or decomposition to sort or classify polygons (triangles, squares, rectangles, rhombi, trapezoids, and hexagons) or objects by using one non-measurable or measurable attribute; and</p>		<p>Geometric Shapes</p>	<p>Identify and draw a circle</p>				

	recognizes, names, and builds polygons and circles in the environment.								
O c t o b e r	Numbers All Around Us-part two								
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments	
	M.CCR.2.3.c- Recognize and use mathematics in their daily lives (e.g., graphs, tables, or maps). M.GM.K.1.8- Determines elapsed and accrued time as it relates to calendar patterns (days of the week, yesterday, today, and tomorrow), the sequence of events in a day; and identifies a clock and calendar as measurement tools (days of week, months of the year).	What do we learn from the calendar?	Concept of "Days of the week"  Concept of " The Name of Months Change After a Specific Number of Days"	Name the days of the week in order  Name the current and previous month					
M.FA.K.1.1- Identifies and extends to specific cases a variety of	What is a pattern?	Patterns	Extend the calendar pattern  Recognize						

<p>patterns (sequences of shapes, sounds, movement, colors, and letters) by extending the pattern to the next one, two or three elements, or by translating AB patterns across formats or by identifying number patterns in the environment.</p>			<p>a repeating pattern</p> <p>Create an AB and an AAAB pattern</p>					
<p>M.CCR.2.2.a- Create and use age level appropriate representations to organize, record, and communicate mathematical ideas (e.g., students should recognize the relationship among seven counters, seven tally marks, and the symbol 7). M.PRP.2.1.e- Solve problems using manipulatives,</p>	<p>What is a graph and how do we read it?</p>	<p>Bar Graph</p>	<p>In a basic bar graph, identify labels.</p> <p>Recognize a graph as an organizational tool for data collection</p> <p>Recognize more and less</p>					

graphs, charts, diagrams, and calculators.							
<p>M.CCR.2.2.a- Create and use age level appropriate representations to organize, record, and communicate mathematical ideas (e.g., students should recognize the relationship among seven counters, seven tally marks, and the symbol 7).</p> <p>M.CCR.2.3.a- Link conceptual and procedural knowledge (e.g., they will know that when they “regroup,” they are simply changing the representation of the minuend, but not its value).</p> <p>M.NO.K.1.1- Demonstrates conceptual understanding of rational numbers with respect to: whole numbers from 0 to 12 through investigations that apply the concepts of equivalency in</p>		<p>Number Representation (Name &amp; Quantity)</p> <p>Numerals 0 to 12</p>	<p>Identifying numerals 0 to 12</p> <p>Rote count 0 to 12 forward and backward</p> <p>Recognize that zero holds the ones place for a digit when making groups of ten</p> <p>Represent 12 as one group of ten and two ones</p> <p>Name the number that is one more</p> <p>Use ordinal numbers to describe relationships</p>				

<p>composing or decomposing numbers using models, explanations, or other representations; and positive fractional numbers (<math>\frac{1}{2}</math>) as "fair share" using models, explanations, or other representations.</p> <p>M.NO.K.1.2- Demonstrates understanding of the relative magnitude of numbers from 0 to 20 through investigations that demonstrate one-to-one correspondence; that compare whole numbers to each other or to benchmark whole numbers (5, 10); that demonstrate an understanding of the relation of inequality when comparing whole numbers by using "1 more" or "1 less" ; that connect numbers orally and written as numerals to the</p>								
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they represent using models, representations, or number lines. M.GM.K.1.9- Demonstrates understanding of spatial relationships uses location and position by using positional words to locate and describe where an object is found in the environment.								
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M.GM.K.1.9- Demonstrates understanding of spatial relationships uses location and position by using positional words to locate and describe where an object is found in the environment.		Positional Words	Use positional words to describe the location of an object					
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Number Value

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
M.CCR.2.3.c- Recognize and use mathematics in their daily lives (e.g., graphs, tables, or maps).		Concept of "Sequence of Months and Days"	Identify the current month as well as the month before and after.				

<p>M.PRP.2.1.e- Solve problems using manipulatives, graphs, charts, diagrams, and calculators.</p> <p>M.GM.K.1.8- Determines elapsed and accrued time as it relates to calendar patterns (days of the week, yesterday, today, and tomorrow), the sequence of events in a day; and identifies a clock and calendar as measurement tools (days of week, months of the year).</p>			<p>Identify yesterday and today</p> <p>Identify pattern on calendar Extend the pattern on the calendar</p>				
<p>M.CCR.2.3.a- Link conceptual and procedural knowledge (e.g., they will know that when they “regroup,” they are simply changing the representation of the minuend, but not its value).</p> <p>M.NO.K.1.1- Demonstrates conceptual understanding of</p>	<p>What is place value?</p>	<p>Place Value</p>	<p>Recognize the place value of a number (one and tens only)</p> <p>Identify that zero holds the ones place for a digit when making groups of ten</p>				

<p>rational numbers with respect to: whole numbers from 0 to 12 through investigations that apply the concepts of equivalency in composing or decomposing numbers using models, explanations, or other representations; and positive fractional numbers (1/2) as "fair share" using models, explanations, or other representations.</p>			<p>Compare the "size" of two numbers based on the placement of a digit (ex: 12 versus 21)</p>					
<p>M.CCR.2.2.a- Create and use age level appropriate representations to organize, record, and communicate mathematical ideas (e.g., students should recognize the relationship among seven counters, seven tally marks, and the symbol 7). M.PRP.2.2.e-</p>	<p>What is the value of a number?</p>	<p>Number Representation (Name &amp; Quantity)</p>	<p>Identify numerals 0 to 20  Rote count 0 to 20 forward and backward  Represent 20 as two groups of 10.</p>					

<p>Use patterns and relationships to analyze mathematical situations (e.g., count by fives).</p>								
<p>M.GM.K.1.9- Demonstrates understanding of spatial relationships uses location and position by using positional words to locate and describe where an object is found in the environment. M.NO.K.1.2- Demonstrates understanding of the relative magnitude of numbers from 0 to 20 through investigations that demonstrate one-to-one correspondence; that compare whole numbers to each other or to benchmark whole numbers (5, 10); that demonstrate an understanding of the relation of inequality when comparing</p>		<p>Sequencing and Comparing</p>	<p>Sequence numbers up to 20  Compare and order quantities (ex.:ordinal numbers, position)</p>					

<p>whole numbers by using “+1 more” or “-1 less” ; that connect numbers orally and written as numerals to the they represent using models, representations, or number lines.</p>							
<p>M.PRP.2.2.e- Use patterns and relationships to analyze mathematical situations (e.g., count by fives).</p>		<p>Skip Counting</p>	<p>Count by fives to 20</p>				

Geometry and Measurement

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
<p>M.GM.K.1.7- Demonstrates conceptual understanding of measurable attributes using comparative language to describe and compare attributes of objects (length [longer, shorter], height [taller, shorter], weight</p>		<p>Temperature Linear Measurement</p>	<p>Record weather in a graph Use longer than, shorter than Use warmer and cooler Compare and Order Lengths</p>				

[heavier, lighter], temperature [warmer, cooler], and capacity [more, less]); and compares objects visually and with direct comparison.								
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M.GM.K.1.1- Uses properties, attributes, composition, or decomposition to sort or classify polygons (triangles, squares, rectangles, rhombi, trapezoids, and hexagons) or objects by using one non-measurable or measurable attribute; and recognizes, names, and builds polygons and circles in the environment.		circles squares rectangles	identify and draw polygons					
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**D** Number Value - part two

D e c e m	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
	M.GM.K.1.7-	Why do we	Estimation	estimate and				

b e r	<p>Demonstrates estimate? conceptual understanding of measurable attributes using comparative language to describe and compare attributes of objects (length [longer, shorter], height [taller, shorter], weight [heavier, lighter], temperature [warmer, cooler], and capacity [more, less]); and compares objects visually and with direct comparison. M.NO.K.1.7- Makes estimates of the number of objects in a set (up to 20) by making and revising estimates as objects are counted.</p>			<p>compare (ex. lengths, weights, sizes, volumes) Estimate the number of objects in a set (up to 20) Compare estimate to actual count using more or less Use mathematical language when making comparisons (ex. more, less, longer, shorter, heavier, lighter, the same)</p> <p>Write a "guesstimation" by making an estimation based on prior knowledge</p>					
M.GM.K.1.1-	<p>Uses properties, attributes,</p>	<p>What is the importance of measurement?</p>	<p>Measurement</p>	<p>Measure using non-standard units to</p>					

<p>composition, or decomposition to sort or classify polygons (triangles, squares, rectangles, rhombi, trapezoids, and hexagons) or objects by using one non-measurable or measurable attribute; and recognizes, names, and builds polygons and circles in the environment. M.GM.K.1.7- Demonstrates conceptual understanding of measurable attributes using comparative language to describe and compare attributes of objects (length [longer, shorter], height [taller, shorter], weight [heavier, lighter], temperature</p>			<p>determine the length, weight, size or volume of a given object</p> <p>Use mathematical language when making comparisons (ex. more, less, longer, shorter, heavier, lighter, the same)</p>				
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<p>[warmer, cooler], and capacity [more, less]); and compares objects visually and with direct comparison.</p>						
<p>M.CCR.2.3.a- Link conceptual and procedural knowledge (e.g., they will know that when they “regroup,” they are simply changing the representation of the minuend, but not its value). M.NO.K.1.2- Demonstrates understanding of the relative magnitude of numbers from 0 to 20 through investigations that demonstrate one-to-one correspondence; that compare whole numbers to each other or to benchmark whole numbers (5, 10); that demonstrate an understanding of the relation of inequality when comparing whole numbers by using “&lt;”</p>	<p>What is the value of a number?</p>	<p>Number Representation (Name &amp; Quantity)</p>	<p>Rote count to 25 forward and backward  Represent 25 as two groups of ten and one group of five  Tell a number story about one more</p>			

<p>more or less ; that connect numbers orally and written as numerals to the they represent using models, representations, or number lines.</p>																	
<p>M.PRP.2.2.e- Use patterns and relationships to analyze mathematical situations (e.g., count by fives).</p>		<p>Skip Counting</p>	<p>Count by fives to 25  Count by tens to 20</p>						<p>M.FA.K.1.1- Identifies and extends to specific cases a variety of patterns (sequences of shapes, sounds, movement, colors, and letters) by extending the pattern to the next one, two or three elements, or by translating AB patterns across formats or by identifying number patterns in the</p>		<p>ABB Pattern Today, Yesterday Month</p>	<p>Identify last month of the year Begin to use ordinal numbers to identify months Extend calendar pattern  Identify today and yesterday</p>					

environment. M.GM.K.1.8- Determines elapsed and accrued time as it relates to calendar patterns (days of the week, yesterday, today, and tomorrow), the sequence of events in a day; and identifies a clock and calendar as measurement tools (days of week, months of the year).								
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Geometry and Measurement

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
M.GM.K.1.7- Demonstrates conceptual understanding of measurable attributes using comparative language to describe and compare attributes of objects (length [longer, shorter], height [taller, shorter],		Weight estimation Triangles squares	Use the vocabulary heavier, lighter, weighs more, weighs less, weighs the same Make an estimate about which weighs more/less and check using a				

weight [heavier, lighter], temperature [warmer, cooler], and capacity [more, less]); and compares objects visually and with direct comparison.			balance identify and draw polygons					
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y** Geometry & Numbers

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
M.GM.K.1.1- Uses properties, attributes, composition, or decomposition to sort or classify polygons (triangles, squares, rectangles, rhombi, trapezoids, and hexagons) or objects by using one non-measurable or measurable attribute; and recognizes, names, and builds polygons and circles in the environment.	What are shapes?	Concept of "Two-Dimensional Shapes" and their attributes	Sort two-dimensional shapes by their attributes.  Recognize the two-dimensional shapes within a three-dimensional shape.				

<p>M.CCR.2.3.e- Identify examples of geometry in nature, art, and architecture.</p> <p>M.GM.K.1.1- Uses properties, attributes, composition, or decomposition to sort or classify polygons (triangles, squares, rectangles, rhombi, trapezoids, and hexagons) or objects by using one non-measurable or measurable attribute; and recognizes, names, and builds polygons and circles in the environment.</p> <p>M.GM.K.1.9- Demonstrates understanding of spatial relationships uses location and position by using positional words to locate and</p>	<p>What are shapes?</p>	<p>Concept of "Three-dimensional shapes" and their attributes</p>	<p>Locate and name three-dimensional shapes within their environment</p> <p>Identify and name three-dimensional shapes from a drawing.</p> <p>Describe the attributes of the shapes (rectangular prism, cylinder, cube)</p> <p>Recognize the two-dimensional shapes within a three-dimensional shape.</p>					
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describe where an object is found in the environment.								
M.CCR.2.3.a- Link conceptual and procedural knowledge (e.g., they will know that when they “regroup,” they are simply changing the representation of the minuend, but not its value).	What is the value of a number?	Number Representation (Name & Quantity)	Rote count to 80  Represent 80 as eight groups of 10.					
M.PRP.2.2.e- Use patterns and relationships to analyze mathematical situations (e.g., count by fives).		Skip Counting	Count by tens up to 80.					

### Geometry and Measurement

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
M.CCR.2.3.e- Identify examples of geometry in nature, art, and architecture. M.GM.K.1.1- Uses properties, attributes, composition, or decomposition to sort or	What are shapes?	Three Dimensional Shapes	Locate and name three-dimensional shapes within their environment  Identify and name three-dimensional shapes from a drawing.  Describe the attributes of				

<p>classify polygons (triangles, squares, rectangles, rhombi, trapezoids, and hexagons) or objects by using one non-measurable or measurable attribute; and recognizes, names, and builds polygons and circles in the environment. M.GM.K.1.9- Demonstrates understanding of spatial relationships uses location and position by using positional words to locate and describe where an object is found in the environment.</p>			<p>the shapes (rectangular prism, cylinder, cube) Recognize the two-dimensional shapes within a three-dimensional shape.</p>				
		<p>Capacity Temperature</p>	<p>Compare capacity using holds more, holds less, holds the same Record temperature in a graph</p>				

Numbers

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
<p>M.FA.K.1.1- Identifies and extends to specific cases a variety of patterns (sequences of shapes, sounds, movement, colors, and letters) by extending the pattern to the next one, two or three elements, or by translating AB patterns across formats or by identifying number patterns in the environment.</p> <p>M.GM.K.1.8- Determines elapsed and accrued time as it relates to calendar patterns (days of the week, yesterday, today, and tomorrow), the sequence of events in a day; and identifies a</p>		<p>Calendar Elements</p> <p>Months</p> <p>Pattern</p> <p>AAB</p> <p>Today and yesterday</p>	<p>Identify the elements of a calendar (days, month name, year, dates).</p> <p>Recognize that a new year has a new number name.</p> <p>Identify and state "today's" date. (day of week, month, date number, year)</p> <p>Recognize that January is the first month of the year.</p> <p>State that there are 12 months in a year</p> <p>Complete the</p>				

<p>clock and calendar as measurement tools (days of week, months of the year).</p>			<p>following statements using the correct day of the week :          "yesterday was....., today is....."           Extend the calendar pattern</p>					
<p>M.NO.K.1.1- Demonstrates conceptual understanding of rational numbers with respect to: whole numbers from 0 to 12 through investigations that apply the concepts of equivalency in composing or decomposing numbers using models, explanations, or other representations; and positive fractional numbers (1/2) as "fair share" using models, explanations, or other representations.</p>		<p>Place Value</p>	<p>Rote count to 31 forward and backward          Skip count by fives to 30          Skip count by tens to 30          Represent 30 as three groups of ten</p>					

<p>M.NO.K.1.2- Demonstrates understanding of the relative magnitude of numbers from 0 to 20 through investigations that demonstrate one-to-one correspondence; that compare whole numbers to each other or to benchmark whole numbers (5, 10); that demonstrate an understanding of the relation of inequality when comparing whole numbers by using “more” or “less” ; that connect numbers orally and written as numerals to the they represent using models, representations, or number lines.</p>							
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The New Year

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
		Calendar Elements	Identify the elements of a calendar (days,				

			<p>month name, year, dates).</p> <p>Recognize that a new year has a new number name.</p> <p>Identify and state "today's" date. (day of week, month, date number, year)</p> <p>Recognize that January is the first month of the year.</p> <p>State that there are 12 months in a year</p> <p>Complete the following statements using the correct day of the week: "yesterday was....., today is....."</p>				
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February

Numbers and Patterns ~ Concepts from previous months are carried over  
 Benchmark 1 to be given by 2/16/12 and turned in by 2/22/12

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
M.CCR.2.3.a- Link conceptual and procedural knowledge (e.g., they will know that when they “regroup,” they are simply changing the representation of the minuend, but not its value). M.NO.K.1.2- Demonstrates understanding of the relative magnitude of numbers from 0 to 20 through investigations that demonstrate one-to-one correspondence; that compare whole numbers to each other or to benchmark whole numbers (5, 10); that demonstrate an understanding of the relation of inequality when comparing whole numbers by using “1 more” or “1 less”; that connect	What is the value of a number?	Number Representation (Name & Quantity)	Recognize the numeral 100  Rote count to 100  Represent 100 in different groupings (ex: ten groups of 10, as twenty groups of 5, as four groups of 25, etc)  Identify that zero holds the ones place for a digit when making a group of one hundred Recognize the place value of a number one, tens and hundreds				

<p>numbers orally and written as numerals to the they represent using models, representations, or number lines.</p>							
<p>M.PRP.2.2.e- Use patterns and relationships to analyze mathematical situations (e.g., count by fives).</p>		<p>Skip Counting</p>	<p>Count by tens up to 100.</p>				
<p>M.CCR.2.1.e- Draw pictures and use objects to illustrate mathematical concepts. M.CCR.2.3.c- Recognize and use mathematics in their daily lives (e.g., graphs, tables, or maps). M.GM.K.1.8- Determines elapsed and accrued time as it relates to calendar patterns (days of the week, yesterday, today, and tomorrow), the sequence</p>		<p>Calendar Elements Yesterday, Today, Tomorrow Pattern AABB Tally marks</p>	<p>Complete the following statements using the correct day of the week: "yesterday was...today is...tomorrow will be..." Name the twelfth and first month of the year. Extend pattern on calendar Make tally marks Tell stories with two more Name a number that is 2 more</p>				<p>Kindergarten Math Benchmark One 2/16/2012 Kindergarten Benchmark One Directions/Answer Key 2/16/2012</p>

<p>of events in a day; and identifies a clock and calendar as measurement tools (days of week, months of the year).</p>								
<p>M.CCR.2.1.c- Explain conclusions, thought processes, and strategies in problem-solving situations. M.FA.K.1.1- Identifies and extends to specific cases a variety of patterns (sequences of shapes, sounds, movement, colors, and letters) by extending the pattern to the next one, two or three elements, or by translating AB patterns across formats or by identifying number patterns in the environment.</p>		<p>Patterns</p>	<p>Define a pair (i.e. two things that match) Recognize pairs in the environment Review a variety of AB patterns (ABAB, AABB, AAB, ABB, etc.)</p>					
<p>M.NO.K.1.5- Demonstrates</p>		<p>Money</p>	<p>Identify the name and</p>					

understanding of monetary value through investigation involving knowing the names and values for coins (penny, nickel and dime).			value of a penny Label the two sides of a coin (heads, tails)				
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Getting Ready for the 100th Day Of School

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
M.NO.K.1.2- Demonstrates understanding of the relative magnitude of numbers from 0 to 20 through investigations that demonstrate one-to-one correspondence; that compare whole numbers to each other or to benchmark whole numbers (5, 10); that demonstrate an understanding of the relation of inequality when comparing whole numbers by using "more" or "less" ; that connect numbers orally		Skip Counting Estimates Ways to Represent a number	Begin to count to 100 by tens Begin to count to 100 by fives Begin to count by ones to 100 Represent 100 in multiple ways Estimate what 100 looks like and compare to actual count Recognize 0 as a place holder				

<p>and written as numerals to the they represent using models, representations, or number lines.</p> <p>M.NO.K.1.1- Demonstrates conceptual understanding of rational numbers with respect to: whole numbers from 0 to 12 through investigations that apply the concepts of equivalency in composing or decomposing numbers using models, explanations, or other representations; and positive fractional numbers (<math>\frac{1}{2}</math>) as "fair share" using models, explanations, or other representations.</p> <p>M.NO.K.1.7- Makes estimates of the number of objects in a set (up to 20) by making and revising estimates as objects are</p>							
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counted.							
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Geometry and Measurement

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
M.GM.K.1.7- Demonstrates conceptual understanding of measurable attributes using comparative language to describe and compare attributes of objects (length [longer, shorter], height [taller, shorter], weight [heavier, lighter], temperature [warmer, cooler], and capacity [more, less]); and compares objects visually and with direct comparison.		Non Standard units of Measure Linear Measurement estimation	Estimate the length of an object and compare to actual Measure length with nonstandard units Use longer, shorter, the same length				

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h Numbers ~ Skills from previous are carried over

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
M.NO.K.1.5- Demonstrates understanding of monetary value through		Money identify penny and nickel give the	Identifying the name and value of a nickel				

<p>investigation involving knowing the names and values for coins (penny, nickel and dime).</p>		<p>value of the penny and nickel</p>						
<p>M.GM.K.1.7- Demonstrates conceptual understanding of measurable attributes using comparative language to describe and compare attributes of objects (length [longer, shorter], height [taller, shorter], weight [heavier, lighter], temperature [warmer, cooler], and capacity [more, less]); and compares objects visually and with direct comparison.</p>		<p>Comparing</p>	<p>Compare sets by quantity (more/less), size (big, bigger, biggest), and other attributes.</p>					
<p>M.NO.K.1.1- Demonstrates conceptual understanding of rational numbers with</p>		<p>Today, yesterday, tomorrow Months Pattern ABCD Numerals 1 to 31</p>	<p>Name today, yesterday, and tomorrow name the</p>					

<p>respect to: whole numbers from 0 to 12 through investigations that apply the concepts of equivalency in composing or decomposing numbers using models, explanations, or other representations; and positive fractional numbers (1/2) as "fair share" using models, explanations, or other representations. M.NO.K.1.2- Demonstrates understanding of the relative magnitude of numbers from 0 to 20 through investigations that demonstrate one-to-one correspondence; that compare whole numbers to each other or to benchmark whole numbers (5, 10); that demonstrate an understanding of the relation of inequality</p>			<p>12 months of the year Extend the pattern ABCD Rote count to 31 forward and backward</p>				
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when comparing whole numbers by using “more” or “less”; that connect numbers orally and written as numerals to the they represent using models, representations, or number lines.								
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Numbers and Geometry ~ Skills from previous are carried over

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
M.NO.K.1.2- Demonstrates understanding of the relative magnitude of numbers from 0 to 20 through investigations that demonstrate one-to-one correspondence; that compare whole numbers to each other or to benchmark whole numbers (5, 10); that demonstrate an understanding of the relation of inequality when comparing whole numbers by using “more”		Math Computation	Name the number before and the number after a given number Investigate mathematical operations (addition subtraction) for numbers 0-10. Mentally adds and subtracts whole numbers (0-10)				

<p>more or less ; that connect numbers orally and written as numerals to the they represent using models, representations, or number lines.</p> <p>M.NO.K.1.3- Demonstrates conceptual understanding of mathematical operations through investigations involving addition and subtraction of whole numbers (from 0 to 10) by solving problems involving joining actions, separating actions, part-part whole relationships, and comparison situations; and addition of multiple one-digit whole numbers.</p> <p>M.NO.K.1.6- Mentally adds and subtracts whole numbers by naming the number that is one more or one less than the original</p>							
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number.								
M.NO.K.1.5- Demonstrates understanding of monetary value through investigation involving knowing the names and values for coins (penny, nickel and dime).		Money	Identifying the name and value of a nickel					
M.GM.K.1.7- Demonstrates conceptual understanding of measurable attributes using comparative language to describe and compare attributes of objects (length [longer, shorter], height [taller, shorter], weight [heavier, lighter], temperature [warmer, cooler], and capacity [more, less]); and compares objects visually and with direct comparison.		Comparing	Compare sets by quantity (more/less), size (big, bigger, biggest), and other attributes.					

Geometry and Measurement

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
<p>M.GM.K.1.1- Uses properties, attributes, composition, or decomposition to sort or classify polygons (triangles, squares, rectangles, rhombi, trapezoids, and hexagons) or objects by using one non-measurable or measurable attribute; and recognizes, names, and builds polygons and circles in the environment.</p> <p>M.GM.K.1.7- Demonstrates conceptual understanding of measurable attributes using comparative language to describe and compare attributes of objects (length</p>		<p>estimation Weight sphere</p>	<p>Compare the weight of two objects Estimate the number of washers an object weighs, compare to the actual weight</p> <p>Use weighs more than, weighs less than, weighs the same as find spheres in daily environment</p>				

[longer, shorter], height [taller, shorter], weight [heavier, lighter], temperature [warmer, cooler], and capacity [more, less]); and compares objects visually and with direct comparison.							
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**Positional Concepts**

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
M.GM.K.1.9- Demonstrates understanding of spatial relationships uses location and position by using positional words to locate and describe where an object is found in the environment.		Positional Concept	Use positional words to locate and describe where an object is in the environment				

**Addition and Subtraction**

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
M.NO.K.1.3- Demonstrates conceptual understanding		Addition Subtraction	Tell number stories and name the number				

<p>of mathematical operations through investigations involving addition and subtraction of whole numbers (from 0 to 10) by solving problems involving joining actions, separating actions, part-part whole relationships, and comparison situations; and addition of multiple one-digit whole numbers.</p> <p>M.NO.K.1.6- Mentally adds and subtracts whole numbers by naming the number that is one more or one less than the original number.</p> <p>M.NO.K.1.7- Makes estimates of the number of objects in a</p>			<p>sentence</p> <p>Investigate mathematical operations (addition subtraction) for numbers 0-10.</p> <p>Name the number before and the number after a given number</p>				
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	set (up to 20) by making and revising estimates as objects are counted.							
A p r i l	Numbers ~ skills from previous months will be carried over and reviewed							
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
	M.CCR.2.2.f- Realize that any representation is subject to multiple interpretations (e.g., drawings and graphs can be read in a different way). M.DSP.K.1.1- Interprets a given representation created by the class to answer questions related to the data, or to analyze the data to formulate conclusions using words, diagrams, or verbal/scribed responses to express answers. M.DSP.K.1.2- Analyzes		Graphs	Read data from a simple graph Compare data within a simple graph Compare data from two simple graphs Build a graph from data Collect and record data using a tally chart				

<p>patterns, trends, or distributions in data in a variety of contexts by determining or using more, less, or equal. M.PRP.2.1.e- Solve problems using manipulatives, graphs, charts, diagrams, and calculators.</p>								
<p>M.NO.K.1.5- Demonstrates understanding of monetary value through investigation involving knowing the names and values for coins (penny, nickel and dime).</p>		<p>Money</p>	<p>Identify the name and value of a dime Compare values of penny, nickel, and dime</p>					
<p>M.CCR.2.3.e- Identify examples of geometry in nature, art, and architecture. M.GM.K.1.1- Uses properties, attributes, composition, or decomposition to sort or</p>		<p>Concept of "Three-dimensional shapes" and their attributes including volume</p>	<p>Locate and name three-dimensional shapes within their environment Describe the attributes of the shapes cone and cube Compare volume of cube and cone</p>					

<p>classify polygons (triangles, squares, rectangles, rhombi, trapezoids, and hexagons) or objects by using one non-measurable or measurable attribute; and recognizes, names, and builds polygons and circles in the environment.</p> <p>M.GM.K.1.7- Demonstrates conceptual understanding of measurable attributes using comparative language to describe and compare attributes of objects (length [longer, shorter], height [taller, shorter], weight [heavier, lighter], temperature [warmer, cooler], and capacity [more, less]);</p>								
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and compares objects visually and with direct comparison.

Geometry and Measurement

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
<p>M.GM.K.1.1- Uses properties, attributes, composition, or decomposition to sort or classify polygons (triangles, squares, rectangles, rhombi, trapezoids, and hexagons) or objects by using one non-measurable or measurable attribute; and recognizes, names, and builds polygons and circles in the environment.</p> <p>M.GM.K.1.7- Demonstrates conceptual understanding of measurable attributes using comparative</p>		<p>capacity/volume Temperature</p>	<p>Estimate the number of scoops to fill a container and check with actual count</p> <p>Compare the November, January, April Weather Graphs Record April temperature on weather graph</p>				

<p>language to describe and compare attributes of objects (length [longer, shorter], height [taller, shorter], weight [heavier, lighter], temperature [warmer, cooler], and capacity [more, less]); and compares objects visually and with direct comparison.</p>							
<p>M.GM.K.1.1- Uses properties, attributes, composition, or decomposition to sort or classify polygons (triangles, squares, rectangles, rhombi, trapezoids, and hexagons) or objects by using one non-measurable or measurable attribute; and</p>			<p>Identify cone, sphere, cube</p> <p>Identify polygons on 3d shapes</p>				

recognizes, names, and builds polygons and circles in the environment.

Addition and Subtraction

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
M.NO.K.1.2- Demonstrates understanding of the relative magnitude of numbers from 0 to 20 through investigations that demonstrate one-to-one correspondence; that compare whole numbers to each other or to benchmark whole numbers (5, 10); that demonstrate an understanding of the relation of inequality when comparing whole numbers by using "1 more" or "1 less" ; that connect numbers orally and written as numerals to the they represent using models, representations,		Addition Subtraction	Tell addition and subtraction number stories Solve addition and subtraction number sentences using a variety of manipulatives				



<p>equivalency in composing or decomposing numbers using models, explanations, or other representations; and positive fractional numbers (<math>1/2</math>) as "fair share" using models, explanations, or other representations.</p> <p>M.NO.K.1.3- Demonstrates conceptual understanding of mathematical operations through investigations involving addition and subtraction of whole numbers (from 0 to 10) by solving problems involving joining actions, separating actions, part-part whole relationships, and comparison situations; and addition of multiple one-digit whole numbers.</p>							
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	M.CCR.2.2.a- Create and use age level appropriate representations to organize, record, and communicate mathematical ideas (e.g., students should recognize the relationship among seven counters, seven tally marks, and the symbol 7).		Numbers	Demonstrate different ways to build a number (1-9, 10 pennies=1 dime)					
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**J** Measurement of Time ~ concepts and skills from previous months will be reviewed and continued

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Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessment
M.GM.K.1.8- Determines elapsed and accrued time as it relates to calendar patterns (days of the week, yesterday, today, and tomorrow), the sequence of events in a day; and identifies a clock and calendar as measurement tools (days of week, months of the year).		Measurement of Time	Identifying a clock as a measurement of time Identify a calendar as a measurement of time				Kindergarten Benchmark 2 6/4/2012 Kindergarten Benchmark 2 Directional Teacher Answer Sheet 6/4/2012

Fractions ~ Benchmark 2 to be given by 6/4/12 and turned in by 6/08/12

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	Assessments
<p>M.NO.K.1.1- Demonstrates conceptual understanding of rational numbers with respect to: whole numbers from 0 to 12 through investigations that apply the concepts of equivalency in composing or decomposing numbers using models, explanations, or other representations; and positive fractional numbers (1/2) as “fair share” using models, explanations, or other representations.</p>		<p>fair shares half whole fraction</p>	<p>Identify half of a whole identify a whole recognize two fair shares</p>				