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|  **Mathematics Kindergarten** |
|  **Unit 1** Numbers 0 - 5 |
| **Estimated Unit Time Frames** | **Big Ideas**  | **Essential Questions** |  **Concepts** **(Know)** | **Competencies** **(Do)** | **Lessons/ Suggested Resources** | **Vocabulary** | **Standards/ Eligible Content** |
| 12 Days | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can numbers from 0-5 be counted, read, and written? | One will use objects to represent and count the quantities, 1, 2 and 3.Students should understand that counting is cumulative. Understand the relationship between numbers and quantities; connect counting to cardinality.When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.. | Students should be able to read and write the numeral 1, 2, & 3Students should be able to make and count groups of 1, 2, and 3 objects regardless of the arrangement or the order in which the objects are counted. | Lesson 1-1Count 1, 2, & 3 objects.pp. 7-12Lesson 1-2Recognize 1, 2, & 3 in different arrangements.pp.13-18Lesson 1-3Read and write 1, 2, & 3.pp. 19-24Activity centersDigital resourcesManipulatives  | CountOneTwoThreenumber | CC.2.1. K.A.1 Know number names and write and recite the count sequence.CC.2.1. K.A.2 Apply one to one correspondence to count the number of objects  |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can numbers from 0-5 be counted, read, and written? | One will use objects to represent and count the quantities, 4 & 5.Students should understand that counting is cumulative. Understand the relationship between numbers and quantities; connect counting to cardinality.When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. | Students should be able to read and write the numeral 4 and 5.Students should be able to make and count groups of 4 & 5 objects regardless of the arrangement or the order in which the objects are counted.  | Lesson 1-4 Count 4 & 5.pp.25-30Lesson 1-5Recognize 4 & 5 in different arrangements.pp.31-36Lesson 1-6Read & Write 4 & 5.pp.37-42Activity centersDigital resourcesManipulatives  | FourFive | CC.2.1. K.A.1 Know number names and write and recite the count sequence.CC.2.1. K.A.2 Apply one to one correspondence to count the number of objects  |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can numbers from 0-5 be counted, read, and written? | One can describe how to recognize and write the numeral that describes the quantity zero.Student should understand that there is a symbol that represents a group of no objects.Zero is a number that tells how many there are when there are no objects in a group | Students should be able to write the number zero and identify a group of no objects as having zero. | Lesson 1-7Identify the Number 0.Lesson 1-8 Read & Write 0.Activity centersDigital resourcesManipulatives  | Zero | CC.2.1. K.A.1 Know number names and write and recite the count sequence.CC.2.1.K.A.2 Apply one to one correspondence to count the number of objects. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can numbers from 0-5 be counted, read, and written? | One can join two groups to represent how to make 5.Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal expressions or equations. | Students should be able to move two groups of objects together to show how to make the 5.Students should be able to write the numbers that correspond with each group that was put together to show a way to make 5. | Lesson 1-9Ways to Make 5pp. 55-60Lesson 1- 10 Count Numbers to 5.Activity centersDigital resourcesManipulatives | FivePartWholeOrder | CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10 |
|  **Unit 2 Compare Numbers 0 to 5** |
| **Estimated Unit Time Frames** | **Big Ideas**  | **Essential Questions** |  **Concepts** **(Know)** | **Competencies** **(Do)** | **Lessons/ Suggested Resources** | **Vocabulary** | **Standards/ Eligible Content** |
| 10 days | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How do we show how many? | One can use objects to teach one to one matching between groups to show that one group is equal to another.Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (by using matching and counting strategies) | Students should be able to draw lines from objects in one group to objects in another group to show equality. | Lesson 2-1Equal Groupspp.91-96Activity centersDigital resourcesManipulatives | CompareEqualGroupSame number as | CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How do we show how many? | One can use objects to teach one to one matching between two groups to show that one group is greater than the other.Students should understand how to identify groups with larger quantities.Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (by using matching and counting strategies) | Students should be able to do one to one correspondence to identify between two groups, which has more objects. | Lesson 2-2Greater Thanpp.97-102Activity centersDigital resourcesManipulatives | Greater than | CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How do we show how many? | One can use objects to teach one to one matching between two groups to show that one group is less than another group.Students should understand how to identify groups with lesser quantities.Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (by using matching and counting strategies) | Students should be able to do one to one correspondence to identify between two groups, which has less objects. | Lesson 2-3Less Thanpp. 103-108Activity centersDigital resourcesManipulatives | Less than | CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How do we show how many? | Students will compare two numbers using groups of objects and one to one correspondence to decide which group and number is equal to, greater than, and less than another group.Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (by using matching and counting strategies)Compare two numbers between 0 and 5 represented as written numerals. | Students should be able to distinguish between two groups of objects and the number representing each group of objects which group and number is equal to, greater than or less than the other group and number. | Lesson 2-4Compare Groups to 5 By CountingLesson 2-5 Compare Numbers to 5.pp. 115-120Lesson 2-6Model with Mathpp. 121-126Activity centersDigital resourcesManipulatives | none | CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities. |
|  **Unit 3 Numbers 6 to 10** |
| **Estimated Unit Time Frames** | **Big Ideas**  | **Essential Questions** |  **Concepts** **(Know)** | **Competencies** **(Do)** | **Lessons/ Suggested Resources** | **Vocabulary** | **Standards/ Eligible Content** |
| 10 days | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | What do numbers tell me? | One can use objects to represent and count the quantities of 6 and 7.Students should understand that the last number counted tells how many are in a group.Understand the relationship between numbers and quantities; connect counting to cardinality. | Students should be able to count one object at a time, assigning a number to each counted object, to tell how many are in a group of 6 and 7 objects. | Lesson 3-1Count 6 & 7pp. 139 – 144Lesson 3-2Read and Write 6 & 7pp. 145-150Activity centersDigital resourcesManipulatives | SixSeven | CC.2.1. K.A.2 Apply one-to-one correspondence to count the number of objects. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | What do numbers tell me? | One can use objects to represent and count the quantities of 8.Students should understand that the last number counted tells how many are in a group.Understand the relationship between numbers and quantities; connect counting to cardinality. | Students should be able to count one object at a time, assigning a number to each counted object, to tell how many are in a group of 8 and 9 objects. | Lesson 3-3Count 8 & 9pp. 151-156Lesson 3-4Read & Write 8 & 9pp. 157 - 162Activity centersDigital resourcesManipulatives | EightNine  | CC.2.1. K.A.2 Apply one-to-one correspondence to count the number of objects. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | What do numbers tell me? | One can use objects to represent and count the quantity of 10.Students should be able to count one object at a time to tell how many are in a group of objects.Understand the relationship between numbers and quantities; connect counting to cardinality | Students should be able to count one object at a time to tell how many are in a group of objects. | Lesson 3-5Count 10pp. 163 – 168Lesson 3-6Read and Write 10pp. 169 – 174Activity centersDigital resourcesManipulatives | ten | CC.2.1. K.A.2 Apply one-to-one correspondence to count the number of objects. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | What do numbers tell me? | One can join two groups to represent how to make 10.Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal expressions or equations. | Students should be able to move two groups of objects together to show how to make the 10.Students should be able to write the numbers that correspond with each group that was put together to show a way to make 10. | Lesson 3-7Ways to Make 10pp. 175 – 180Lesson 3-8Look for and Use Structurepp. 181 - 186Activity centersDigital resourcesManipulatives | none | CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10 |
|  **Unit 4 Compare Numbers 0 to 10** |
| **Estimated Unit Time Frames** | **Big Ideas**  | **Essential Questions** |  **Concepts** **(Know)** | **Competencies** **(Do)** | **Lessons/ Suggested Resources** | **Vocabulary** | **Standards/ Eligible Content** |
| 10 days | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How do we show how many? | Students will compare two numbers using groups of objects and one to one correspondence to decide which group and number is equal to, greater than, and less than another group.Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (by using matching and counting strategies)Compare two numbers between 0 and 10 represented as written numerals. | Students should be able to distinguish between two groups of objects and the number representing each group of objects which group and number is equal to, greater than or less than the other group and number. | Lesson 4-1Compare Groups to 10 pp. 201 - 206Lesson 4-2 Compare Numbers using Numerals to 10.pp. 207 - 212Lesson 4-3Compare groups to 10 by Counting.pp. 213 - 218Activity centersDigital resourcesManipulatives | none | CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How do we show how many? | Students will compare two numbers using groups of objects and one to one correspondence to decide which group and number is equal to, greater than, and less than another group.Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (by using matching and counting strategies)Compare two numbers between 0 and 5 represented as written numerals. | Students should be able to distinguish between two groups of objects and the number representing each group of objects which group and number is equal to, greater than or less than the other group and number. | Lesson 4-4Compare Numbers to 10pp. 219 – 224Lesson 4-5Count Numbers to 10pp. 225 – 230Lesson 4-6Repeated Reasoning.pp.231 - 236Activity centersDigital resourcesManipulatives | none | CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities. |
|  **Unit 5 Count Numbers to 20** |
| **Estimated Unit Time Frames** | **Big Ideas**  | **Essential Questions** |  **Concepts** **(Know)** | **Competencies** **(Do)** | **Lessons/ Suggested Resources** | **Vocabulary** | **Standards/ Eligible Content** |
| 10 days | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can I show numbers beyond 10? | One can recognize, write and describe the qualities 11 and 12.Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Understand the relationship between numbers and quantities; connect counting to cardinality.When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.Understand that the last number name tells the number of objects counted. The number of objects is the same regardless of their arrangement or order in which they are counted.Understand that each successive number name refers to a quantity that is one larger. | Students should be able to read and write numbers 11 and 12 and identify and make groups of objects to represent that number. | Lesson 9-1Count and Write 11 and 12.pp. 513-518Activity centersDigital resourcesManipulatives | Eleven (11)Twelve (12) | CC.2.1. K.A.1 Know number names and write and recite the count sequence.CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can I show numbers beyond 10? | One can recognize, write and describe the qualities 13, 14 & 15.Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Understand the relationship between numbers and quantities; connect counting to cardinality.When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.Understand that the last number name tells the number of objects counted. The number of objects is the same regardless of their arrangement or order in which they are counted.Understand that each successive number name refers to a quantity that is one larger. | Students should be able to read and write numbers 13, 14 & 15. They will identify and make groups of objects to represent that number. | Lesson 9-2Count and Write 13, 14 & 15.pp. 519 - 524Activity centersDigital resourcesManipulatives | ThirteenFourteenFifteen | CC.2.1. K.A.1 Know number names and write and recite the count sequence.CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can I show numbers beyond 10? | One can recognize, write and describe the qualities 16 and 17.Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Understand the relationship between numbers and quantities; connect counting to cardinality.When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.Understand that the last number name tells the number of objects counted. The number of objects is the same regardless of their arrangement or order in which they are counted.Understand that each successive number name refers to a quantity that is one larger. | Students should be able to read and write numbers 16 & 17. They will identify and make groups of objects to represent that number. | Lesson 9-3Count and Write 16 and 17.pp. 525 – 530.Activity centersDigital resourcesManipulatives | SixteenSeventeen | CC.2.1. K.A.1 Know number names and write and recite the count sequence.CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can I show numbers beyond 10? | One can recognize, write and describe the qualities 18, 19 & 20.Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Understand the relationship between numbers and quantities; connect counting to cardinality.When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.Understand that the last number name tells the number of objects counted. The number of objects is the same regardless of their arrangement or order in which they are counted.Understand that each successive number name refers to a quantity that is one larger. | Students should be able to read and write numbers 18, 19 & 20. They will identify and make groups of objects to represent that number. | Lesson 9-2Count and Write 18, 19 & 20.pp. 531 - 536Activity centersDigital resourcesManipulatives | EighteenNineteenTwenty | CC.2.1. K.A.1 Know number names and write and recite the count sequence.CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can I show numbers beyond 10? | One can recognize, write and describe the qualities 20.Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Understand the relationship between numbers and quantities; connect counting to cardinality.When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.Understand that the last number name tells the number of objects counted. The number of objects is the same regardless of their arrangement or order in which they are counted.Understand that each successive number name refers to a quantity that is one larger | Students should be able to read and write numbers 20. They will identify and make groups of objects to represent that number. | Lesson 9-5 Count Forward from any Number to 20pp. 537 – 542Lesson 9 -10Count to find how many.pp. 543- 548Activity centersDigital resourcesManipulatives | twenty | CC.2.1. K.A.1 Know number names and write and recite the count sequence.CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. |
|  **Unit 6 Understanding Addition** |
| **Estimated Unit Time Frames** | **Big Ideas**  | **Essential Questions** |  **Concepts** **(Know)** | **Competencies** **(Do)** | **Lessons/ Suggested Resources** | **Vocabulary** | **Standards/ Eligible Content** |
| 15 days | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can I use objects to add? | One can use objects to join groups and solve addition stories.Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), and acting out situations, verbal expressions or equations.Solve addition and subtraction problems, add and subtract within 10 by using objects or drawings to represent numbers. | Students act out addition stories that involve joining two groups. | Lesson 6-1Explore Addition pp. 287-292Activity centersDigital resourcesManipulatives | in alljoin | C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can I use objects to add? | One can use objects to join groups and tell how many.Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), and acting out situations, verbal expressions or equations.Solve addition and subtraction problems, add and subtract within 10 by using objects or drawings to represent numbers. | Students should be able to count objects by joining them together and make another number. | Lesson 6-2Representing Addition as Adding to pp. 293-298Lesson 6-3Represent Addition as putting togetherpp. 299-304Activity centersDigital resourcesManipulatives | addition sentence  | C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can I use objects to add? | One can join groups and use addition sentences with a plus sign (+) to record how many.Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), and acting out situations, verbal expressions or equations.Solve addition and subtraction problems, add and subtract within 10 by using objects or drawings to represent numbers.Fluently add and subtract within 5. | Students should be able to show that the plus sign (+) joins two groups together. | Lesson 6-4Use the plus signpp.305-310Activity centersDigital resourcesManipulatives | plus sign | C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can I use objects to add? | One can use objects to show multiple ways to make ten.For any number from 1-9, find the number that makes 10 when added to a given number by using objects or drawings, and record the answer with a drawing or equation. | Student should be able to join groups of objects totaling ten. | Lesson 6-5Represent and explain addition with equationspp. 311 - 312Lesson 6-6 Continue to represent and explain addition with equations.pp. 317-322Activity centersDigital resourcesManipulatives  | equal signequation | C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can I use objects to add? | One can use objects to show multiple ways to make ten.For any number from 1-9, find the number that makes 10 when added to a given number by using objects or drawings, and record the answer with a drawing or equation. | Student should be able to join groups of objects totaling ten. | Lesson 6-7Solve addition word problems: to addpp. 323-328Lesson 6-8Solve addition word problems: put together.pp. 329-334Activity centersDigital resourcesManipulatives | none | C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10. |
|  **Unit 7 Subtraction** |
| **Estimated Unit Time Frames** | **Big Ideas**  | **Essential Questions** |  **Concepts** **(Know)** | **Competencies** **(Do)** | **Lessons/ Suggested Resources** | **Vocabulary** | **Standards/ Eligible Content** |
| 15 days | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can I use objects to subtract? | One can use objects to model subtraction storiesRepresent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal expressions or equations.Solve addition and subtraction problems, add and subtract within 10 by using objects or drawings to represent numbers. | Students should be able to act out number stories involving parts taken away from a whole to see what is left. | Lesson 7-1Explore Subtractionpp. 365-370Activity centersDigital resourcesManipulatives | left | C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can I use objects to subtract? | One can use objects to model subtraction storiesRepresent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal expressions or equations.Solve addition and subtraction problems, add and subtract within 10 by using objects or drawings to represent numbers. | Students should be able to model and write the total objects left after part of the group is separated. | Lesson 7-2Representing subtraction as taking apart.pp. 371-376Lesson 7-3Represent subtraction as taking from.pp. 377 - 382Activity centersDigital resourcesManipulatives | separate take awaysubtraction sentence | C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can I use objects to subtract? | One can use objects to model subtraction storiesRepresent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal expressions or equations.Solve addition and subtraction problems, add and subtract within 10 by using objects or drawings to represent numbers. | Students should be able to show that a minus sign (-) is used when separating parts from a whole. | Lesson 7-4Use the minus sign.pp. 383 - 388Activity centersDigital resourcesManipulatives | minus sign | C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can I use objects to subtract? | One can use objects to model subtraction storiesRepresent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal expressions or equations.Solve addition and subtraction problems, add and subtract within 10 by using objects or drawings to represent numbers. | Students should show subtraction stories using manipulatives.Students should be able to write the numbers that show how to solve a subtraction sentence. | Lesson 7-5Represent and explain subtraction with equations.pp. 389 - 394Lesson 7-6Continue to represent and explain subtraction with equations.pp. 395 - 400Activity centersDigital resourcesManipulatives | difference | C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can I use objects to subtract? | One can use objects to model subtraction storiesRepresent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal expressions or equations.Solve addition and subtraction problems, add and subtract within 10 by using objects or drawings to represent numbers. | Students should be able to tell how many are left in a group of ten when an amount is separated from that group. | Lesson 7-7Solve subtraction word problems: take awaypp. 401 - 406.Lesson 7-8 Use patterns to develop fluency in subtractionpp. 407 - 412Activity centersDigital resourcesManipulatives | none | C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10. |
|  **Unit 8 More Addition and Subtraction** |
| **Estimated Unit Time Frames** | **Big Ideas**  | **Essential Questions** |  **Concepts** **(Know)** | **Competencies** **(Do)** | **Lessons/ Suggested Resources** | **Vocabulary** | **Standards/ Eligible Content** |
| 10 days | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can we show a number in other ways? | One can join two groups to represent how to make 4 and 5.Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal expressions or equations. | Students should be able to move two groups of objects together to show how to make the numbers 4 and 5.Students should be able to write the numbers that correspond with each group that was put together to show a way to make 4 and 5. | Lesson 8-1Decompose and represent numbers to 5.pp. 435 - 440Activity centersDigital resourcesManipulatives | break apart | CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can we show a number in other ways? | One can join two groups to represent how to make 6 and 7.Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal expressions or equations. | Students should be able to move two groups of objects together to show how to make the numbers 6 and 7.Students should be able to write the numbers that correspond with each group that was put together to show a way to make 6 and 7. | Lesson 8-5Decompose and represent numbers 6 & 7.pp. 459 - 464Activity centersDigital resourcesManipulatives | none | CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can we show a number in other ways? | One can separate a whole group into two smaller groups as a way to take apart 8 and 9.Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), and acting out situations, verbal expressions or equations.Decompose numbers less than or equal to 10 into pairs in more than one way by sing objects or drawings and record each decomposition by a drawing or equation. | Students should be able to move two groups of objects apart from a larger group of objects to show how to take apart the numbers 8 and 9.Students should be able to write the numbers that correspond with each group that was separated to show a way to take apart 8 and 9. | Lesson 8-6Decompose and represent numbers 8 & 9.pp. 465 - 470Activity centersDigital resourcesManipulatives | none | CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can we show a number in other ways? | One can join two groups to represent how to make 10.Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), and acting out situations, verbal expressions or equations.For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings, and record the answer with a drawing or equation. | Students should be able to move two groups of objects together to show how to make the number 10.Students should be able to write the numbers that correspond with each group that was put together to show a way to make 10. | Lesson 8-7Decompose and represent 10.pp. 471-476Activity centersDigital resourcesManipulatives | none | CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can we show a number in other ways? | One can separate a whole group into two smaller groups as a way to take apart 10.Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), and acting out situations, verbal expressions or equations.Decompose numbers less than or equal to 10 into pairs in more than one way by sing objects or drawings and record each decomposition by a drawing or equation. | Students should be able to move two groups of objects apart from a larger group of objects to show how to take apart the number 10Students should be able to write the numbers that correspond with each group that was separated to show a way to take apart 10. | Lesson 8-9Find the missing part of 10.pp. 483 - 488Lesson 8-10Continue to find the missing part of 10.pp. 489-494Activity centersDigital resourcesManipulatives | none | CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10. |
|  **Unit 9 Compose and Decompose Numbers 11 to 19** |
| **Estimated Unit Time Frames** | **Big Ideas**  | **Essential Questions** |  **Concepts** **(Know)** | **Competencies** **(Do)** | **Lessons/ Suggested Resources** | **Vocabulary** | **Standards/ Eligible Content** |
| 10 days | The base-ten number system is a way to organize, represent, and compare numbers using groups of ten and place value. | How do I show numbers 11 to 19 in another way? | The numbers 11 through 15 can be made with a group of ten and some ones.Work with numbers 11-19 to gain foundations for place value by composing and decomposing numbers from 11 to 19 into ten ones and some further ones; by using objects or drawings, and record each composition or decomposition by a drawing or an equation.; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones. | Students should be able to move a group of 10 and some more objects together to make numbers 11 through 15. | Lesson 10 -1 Make 11, 12 and 13.pp. 567-572Lesson 10 -4Find parts of 11, 12 & 13.pp. 585- 590Activity centersDigital resourcesManipulatives | How many more | CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19. |
|  | The base-ten number system is a way to organize, represent, and compare numbers using groups of ten and place value. | How do I show numbers 11 to 19 in another way? | The numbers 11 through 15 can be taken apart to show a group of ten and some more.Work with numbers 11-19 to gain foundations for place value by composing and decomposing numbers from 11 to 19 into ten ones and some further ones; by using objects or drawings, and record each composition or decomposition by a drawing or an equation.; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones. | Students should be able to break apart a group of 11 to 15 objects into two groups of 10 and some more objects. | Lesson 10 -2 Make 14, 15 & 16.pp. 573-578Lesson 10 -5Find parts of 14, 15 & 16.pp. 591 - 596Activity centersDigital resourcesManipulatives | none | CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19 |
|  | The base-ten number system is a way to organize, represent, and compare numbers using groups of ten and place value. | How do I show numbers 11 to 19 in another way? | The numbers 16 through 19 can be taken apart to show a group of ten and some moreWork with numbers 11-19 to gain foundations for place value by composing and decomposing numbers from 11 to 19 into ten ones and some further ones; by using objects or drawings, and record each composition or decomposition by a drawing or an equation.; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones. | Students should be able to break apart a group of 16 to 19 objects into two groups of 10 and some more objects. | Lesson 10 - 3Make 17, 18 & 19.pp.579 -584Lesson 10 -6Find Parts of 17, 18 & 19.pp.597 - 602Activity centersDigital resourcesManipulatives | none | CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19 |
|  **Unit 10 Count Numbers to 100** |
| **Estimated Unit Time Frames** | **Big Ideas**  | **Essential Questions** |  **Concepts** **(Know)** | **Competencies** **(Do)** | **Lessons/ Suggested Resources** | **Vocabulary** | **Standards/ Eligible Content** |
| 10 days | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | How can I show numbers beyond 10? | One can recognize and count numbers in a specific sequence on a fifty chart.Count to 100 by ones and tens.Count forward beginning with a given number within the known sequence (instead of having to begin at 1)Write numbers from 0-20. Represent a number of objects with a written numeral 0-20. (with 0 representing a count of no objects) | Students should be able to count in a specific sequence and identify numbers in that sequence with specific colors. | Lesson 11 -1Count using patterns to 30.pp. 625 - 630Lesson 11-2Count using patterns to 50.pp. 631 - 636Activity centersDigital resourcesManipulatives | columnonespatterntens | CC.2.1.K.A.1 Know number names and write and recite the count sequence. |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | What do numbers tell me? | One can recognize and count numbers in a specific sequence on a hundred chart.Count to 100 by ones and tens.Count forward beginning with a given number within the known sequence (instead of having to begin at 1)Write numbers from 0-20. Represent a number of objects with a written numeral 0-20. (with 0 representing a count of no objects) | Students should be able to count in a specific sequence and mark numbers with specific colors to identify the numbers requested. | Lesson 11-3Count by tens to 100. pp. 637 - 642Lesson 11-4Count by tens and ones.pp. 643-648Activity centersDigital resourcesManipulatives | hundred chart | CC.2.1.K.A.1 Know number names and write and recite the count sequence |
|  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | What do numbers tell me? | One can recognize and count numbers in a specific sequence on a hundred chart.Count to 100 by ones and tens.Count forward beginning with a given number within the known sequence (instead of having to begin at 1)Write numbers from 0-20. Represent a number of objects with a written numeral 0-20. (with 0 representing a count of no objects) | Students should be able to count in a specific sequence and mark numbers with specific colors to identify the numbers requested. | Lesson 11-5Count forward from any number to 100.pp.649-654Lesson 11-6Count using patterns to 100.pp. 655-660Activity centersDigital resourcesManipulatives | none | CC.2.1.K.A.1 Know number names and write and recite the count sequence. |
|  **Unit 11 Analyze, Compare, and Create Shapes**  |
| **Estimated Unit Time Frames** | **Big Ideas**  | **Essential Questions** |  **Concepts** **(Know)** | **Competencies** **(Do)** | **Lessons/ Suggested Resources** | **Vocabulary** | **Standards/ Eligible Content** |
| 8 days | Two- and three dimensional objects can be described, classified, analyzed by their attributes, and their location can be described quantitatively. | How can I compare shapes? | One can describe objects in the environment by referring to the shape of the object.One can describe the position of the objects in the environment.Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, besides, in front of, behind and next to.Correctly name shapes regardless of their orientation or overall size.Model shapes in the world by building shapes from components (sticks and clay balls) and draw shapes. | Students should be able to sort and identify 2-D shapes by their attributes. | Lesson 13-1Analyse and compare two-dimensional shapes.pp. 749-754Activity centersDigital resourcesManipulatives | surfaceside | CC.2.3.K.A.1 Identify and describe two- and three-dimensional shapes.CC.2.3.K.A 2 Analyze, compare, create and compose two- and three-dimensional shapes. |
|  | Two- and three dimensional objects can be described, classified, analyzed by their attributes, and their location can be described quantitatively. | How can I compare shapes? | One can describe objects in the environment by referring to the shape of the object.One can describe the position of the objects in the environment.Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, besides, in front of, behind and next to.Correctly name shapes regardless of their orientation or overall size.Model shapes in the world by building shapes from components (sticks and clay balls) and draw shapes. | Students should be able to sort and identify 3-D shapes by their attributes. | Lesson 13-2Analyse and compare three-dimensional shapes.pp. 755-760Activity centersDigital resourcesManipulatives | none | CC.2.3.K.A.1 Identify and describe two- and three-dimensional shapes.CC.2.3.K.A 2 Analyze, compare, create and compose two- and three-dimensional shapes. |
|  | Two- and three dimensional objects can be described, classified, analyzed by their attributes, and their location can be described quantitatively. | How can I identify and compare two - dimensional and three-dimensional shapes? | One can compare solid shapes to learn whether they roll, stack or slide.Analyze and compare two- and three-dimensional shapes, in different sizes and orientation, using informal language to describe their similarities, differences, parts (number of sides and vertices/corners) and other attributes (having sides equal in length). | Students should be able to analyze and compare 2-D and 3-D shapes. | Lesson 13-3Compare 2-D and 3-D shapes.pp. 761-766Activity centersDigital resourcesManipulatives | surface | CC.2.3.K.A.1 Identify and describe two- and three-dimensional shapes.CC.2.3.K.A 2 Analyze, compare, create and compose two- and three-dimensional shapes. |
|  **Unit 12 Measurement**  |
| **Estimated Unit Time Frames** | **Big Ideas**  | **Essential Questions** |  **Concepts** **(Know)** | **Competencies** **(Do)** | **Lessons/ Suggested Resources** | **Vocabulary** | **Standards/ Eligible Content** |
| 8 days | Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified. | How do I describe and compare objects by length, height, and weight? | One can compare the lengths of two objects to identify the longer and the shorter.Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.Directly compare two objects with a measurable attribute in common, to see which objects has “more of”/ “less of” the attribute and describe the difference. (EX. directly compare the heights of two children and describe one child as taller or shorter) | Students should be able to show their understanding of length by comparing objects in a picture to determine which objects is longer and which is shorter. | Lesson 14-1Compare by length and height.pp.805-810Activity centersDigital resourcesManipulatives | heightlengthlongershortertaller | CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday object |
|  | Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified. | How do I describe and compare objects by length, height, and weight? | One can compare the capacity of two objects to identify the object that holds more and the object that holds less.Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.Directly compare two objects with a measurable attribute in common, to see which objects has “more of”/ “less of” the attribute and describe the difference. (EX. directly compare the heights of two children and describe one child as taller or shorter) | Students should be able to show their understanding of capacity by comparing objects in a picture to determine which object holds more and which holds less. | Lesson 14-2Compare by Capacity.pp. 811 - 816Activity centersDigital resourcesManipulatives | capacity | CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday object |
|  | Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified. | How do I describe and compare objects by length, height, and weight? | One can describe a single object as having more than one attribute of measurement.Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.Directly compare two objects with a measurable attribute in common, to see which objects has “more of”/ “less of” the attribute and describe the difference. (EX. directly compare the heights of two children and describe one child as taller or shorter) | Students should be able to identify the attributes of length and weight or height and weight in a single object. | Lesson 14-3Compare by weight.pp.817-822Activity centersDigital resourcesManipulatives | balanceheavierlighterweighsweight | CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday object |
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