

Wilson Area School District Planned Course Guide

Title of planned course: Mathematics Grade K

Subject Area: Math

Grade Level: K

Course Description: Introduction to counting, position words, shapes, addition and subtraction, and measurement for kindergarten students in order to prepare them for first grade

Time/Credit for this Course: One Full Academic Year

Curriculum Writing Committee: Stephanie Hicks and Alex Mindler

Curriculum Map

August: Intro to School

September: 1. Identifying and Describing Shapes (Topic 14)
2. Position and Location of Shapes (Topic 15)

October: 1. Analyzing, Comparing, and Composing Shapes (Topic 16)
2. Sorting, Classifying, Counting, and Categorizing Data (Topic 13)

November: 1. One to Five (Topic 1)
2. Comparing and Ordering Numbers 0-5 (Topic 2)

December: 1. Six to Ten (Topic 3)

January: 1. Comparing and Ordering Numbers 6-10 (Topic 4)
2. Numbers to 20 (Topic 5)

***100th Day of School

***Money and Time added to Calendar Math

February: 1. Measurement (Topic 12)
2. Understanding Addition (Topic 7)

March: 1. Understanding Subtraction (Topic 8)
2. Begin More Addition and Subtraction (Topic 9)

April: 1. Continue More Addition and Subtraction (Topic 9)
2. Composing Numbers 11-19 (Topic 10)
3. Begin Decomposing Numbers 11-19 (Topic 11)

May: 1. Continue Decomposing Numbers 11-19 (Topic 11)
2. Numbers to 100 (Topic 6)

June: Review/Mathematical Concepts

**Wilson Area School District
Planned Course Materials**

Course Title: Mathematics Grade K

Textbook: Envision Math

Teacher Resources:
Pearsonsuccessnet.com
Kidscount1234.com

Curriculum Scope & Sequence

Planned Course: Mathematics Grade K

Unit: Identifying and describing shapes

Time frame: 11-12 days

State Standards: K.G.2, K.G.3

Essential content/objectives: At end of the unit, students will be able to:

- Describe objects using names of shapes (square, circle, triangle, rectangle, hexagon)
- Correctly name shapes regardless of orientation and size
- Identify shapes as 2 dimensional or 3 dimensional (square, circle, triangle, rectangle, cone, cylinder, sphere, cube)

Core Activities: Students will complete/participate in the following:

- Visual learning video
- Workbook pages
- Make shapes from: clay, toothpicks, pattern blocks, or drawings
- Make pictures with shapes
- Match shapes
- Id shapes in pictures and in classroom
- Cut shapes out of magazines
- Find what doesn't belong
- Trace 3D shapes to find the flat surface
- Sort shapes by type

Extensions: Other shapes including oval, diamond, trapezoid, rectangular prism, triangular prism

Remediation:

- Re-teaching lesson at end of chapter
- Math tubs/stations
- Small group work

Instructional Methods:

- Whole group instruction
- Small group instruction
- Hands-on manipulatives
- Mimio
- Document camera
- Partner work

Materials & Resources:

- Mimio
- Pearsonsuccesnet.com
- Teacher's manuals
- Worksheet packets
- Teaching tools from computer
- Manipulatives – pattern blocks, attribute blocks, 3-D shapes, crayons, pencils

Assessments:

- Daily common core review
- Topic test & alternate test master
- Teacher observation
- Quick Check Master

Curriculum Scope & Sequence

Planned Course: Mathematics Grade K

Unit: Positions and Locations of Shapes

Time frame: 8-9 Days

State Standards: K.G.1

Essential content/objectives: At end of the unit, students will be able to:

- Describe the positions of objects using terms such as: above, below, beside, in front of, behind, and next to

Core Activities: Students will complete/participate in the following:

- Visual learning video
- Workbook pages
- Manipulate objects inside or outside of a given thing
- Manipulates objects using position words stated
- Identify objects and their positions
- Place objects in certain positions
- Line students up and find their position
- Make a class book of position words
- Position word worksheets or morning work

Extensions: Use terms left, right, inside, outside to describe position of objects

Remediation:

- Re-teaching lesson at end of chapter
- Math tubs/stations
- Small group work

Instructional Methods:

- Whole group instruction
- Small group instruction
- Hands-on manipulatives
- Mimio
- Document camera
- Partner work

Materials & Resources:

- Mimio
- Pearsonsuccesnet.com
- Teacher's manuals
- Worksheet packets
- Teaching tools from computer
- Manipulatives – pattern blocks, attribute blocks, 3-D shapes, crayons, pencils, classroom objects, string, hula hoops

Assessments:

- Daily common core review
- Topic test & alternate test master
- Teacher observation
- Quick Check Master

Curriculum Scope & Sequence

Planned Course: Mathematics Grade K

Unit: Analyzing, Comparing, and Composing Shapes

Time frame: 8-9 Days

State Standards: K.G.2, K.G.3, K.G.4, K.G.5., K.G.6

Essential content/objectives: At end of the unit, students will be able to:

- Analyze and compare 2 and 3 dimensional shapes
 - Different sizes and orientations
 - Describe similarities and differences
 - Parts and other attributes
- Model shapes by building and drawing
- Compose simple shapes to form larger shapes

Core Activities: Students will complete/participate in the following:

- Visual learning video
- Workbook pages
- Use geoboards to make shapes
- Make pictures or shapes with pattern blocks
- Make numbers or letters with pattern blocks
- Use 3D shapes to experiment and see which roll, slide, and/or stack
- Build with solid figures

Extensions: Introduce patterns during morning meeting using calendar math

Remediation:

- Re-teaching lesson at end of chapter
- Math tubs/stations
- Small group work

Instructional Methods:

- Whole group instruction
- Small group instruction
- Hands-on manipulatives
- Mimio
- Document camera
- Partner work

Materials & Resources:

- Mimio
- Pearsonsuccesnet.com
- Teacher's manuals
- Worksheet packets
- Teaching tools from computer
- Manipulatives – pattern blocks, attribute blocks, 3-D shapes, crayons, pencils, classroom objects, geoboards, pattern block templates

Assessments:

- Daily common core review
- Topic test & alternate test master
- Teacher observation
- Quick Check Master

Curriculum Scope & Sequence

Planned Course: Mathematics Grade K

Unit: Sorting, Classifying, and Categorizing Data

Time frame: 10-11 Days

State Standards: K.MD.3, K.G.1

Essential content/objectives: At end of the unit, students will be able to:

- Classify objects into categories
- Count the number of objects in each category
- Sort categories by count
- Classify, count, and sort shapes by various attributes

Core Activities: Students will complete/participate in the following:

- Visual learning video
- Workbook pages
- Use manipulatives to identify same and different
- Sort for size, shape, color, etc.
- Circle, color, cut and paste same objects
- Use manipulatives to create a graph
- Use graphing mats, hula hoops, and yarn to create graphs

Extensions: Introduce patterns during morning meeting using Calendar math

Remediation:

- Re-teaching lesson at end of chapter
- Math tubs/stations
- Small group work

Instructional Methods:

- Whole group instruction
- Small group instruction
- Hands-on manipulatives
- Mimio
- Document camera
- Partner work

Materials & Resources:

- Mimio
- Pearsonsuccesnet.com
- Teacher's manuals
- Worksheet packets
- Teaching tools from computer
- Manipulatives – pattern blocks, attribute blocks, 3-D shapes, crayons, pencils, classroom objects, sorting mats/boards, sorting items (bears, vehicles, fruit, bugs, cubes, erasers, markers, stuffed animals, students)

Assessments:

- Daily common core review
- Topic test & alternate test master
- Teacher observation
- Quick Check Master

Curriculum Scope & Sequence

Planned Course: Mathematics Grade K

Unit: One to Five

Time frame: 10-11 Days

State Standards: K.CC.3, K.CC.4, K.CC.4.a, K.CC.4.b, K.CC.5

Essential content/objectives: At end of the unit, students will be able to:

- Write numbers from 1-5
- Represent number of objects (1-5) with a written numeral
- When counting say the number names in order
- Count out loud with 1:1 correspondence from 1-5
- Understand that the last number said aloud when counting represents the number of objects
- Count to answer “how many” questions up to 5 in various configurations (line, array, or scattered)

Core Activities: Students will complete/participate in the following:

- Visual learning video
- Workbook pages
- Count and color or count and circle objects
- Write numbers in sand, on whiteboard, or in shaving cream
- Match objects with yarn or by drawing lines
- Roll dice, count and write
- Match number to amount
- Use counters to represent groups of objects
- Memory, puzzles, number tracers
- Create dot cards to represent number

Extensions: Calendar math

Remediation:

- Re-teaching lesson at end of chapter
- Math tubs/stations
- Small group work

Instructional Methods:

- Whole group instruction
- Small group instruction
- Hands-on manipulatives
- Mimio
- Document camera
- Partner work

Materials & Resources:

- Mimio
- Pearsonsuccesnet.com
- Teacher's manuals
- Worksheet packets
- Teaching tools from computer
- White boards and markers
- Wiki sticks
- Number Journals
- Sand paper numbers
- Shaving cream
- Flashcards
- Memory games
- Around the world game
- Dice games – roll and count, roll and color
- Puzzles
- Matching games
- Number tracing
- Manipulatives – pattern blocks, attribute blocks, 3-D shapes, crayons, pencils, classroom objects, counting boards, counting tools (bears, vehicles, fruit, bugs, cubes, erasers, markers, stuffed animals, students)

Assessments:

- Daily common core review
- Topic test & alternate test master
- Teacher observation
- Quick Check Master

Curriculum Scope & Sequence

Planned Course: Mathematics Grade K

Unit: Comparing and Ordering 0-5

Time frame: 12-13 Days

State Standards: K.CC.3, K.CC.4, K.CC.4.b, K.CC.4.c, K.CC.5, K.CC.6

Essential content/objectives: At end of the unit, students will be able to:

- Write numbers from 0-5
- Represent a number of objects with a written numeral 0-5
- Understand the cardinality of numbers 0-5
- Understand that the number stated is the number of objects
- Understand 1 more
- Identify whether the number of objects is greater than, less than, or equal to another number of objects by using matching and counting strategies
- Identify ordinal numbers and objects first through fifth

Core Activities: Students will complete/participate in the following:

- Visual learning video
- Workbook pages
- Use cubes/drawings to show numbers/ compare sets
- Use teaching tools or flashcards to order numbers 0-5
- Teacher-made games (Mailbox, Sherry Sloane)
- Use graphing to line up objects/students and show which is greater, has fewer, or the same amount
- Step on # line to show one more or two more
- Use manipulatives to show 1:1
- Roll dice and play one more or two more (or less)
- Whiteboard writing
- Use students to show ordinal numbers and to put in correct order
- Use manipulatives to practice ordinal numbers

Extensions: Calendar math

Remediation:

- Re-teaching lesson at end of chapter
- Math tubs/stations
- Small group work

Instructional Methods:

- Whole group instruction
- Small group instruction
- Hands-on manipulatives
- Mimio
- Document camera
- Partner work

Materials & Resources:

- Mimio
- Pearsonsuccesnet.com
- Teacher's manuals
- Worksheet packets
- Teaching tools from computer
- White boards and markers
- Wiki sticks
- Number Journals
- Sand paper numbers
- Shaving cream
- Flashcards
- Memory games
- Around the world game
- Dice games – roll and count, roll and color
- Puzzles
- 1 more, 1 less roll and write game
- Matching games
- Number tracing
- Manipulatives – pattern blocks, attribute blocks, 3-D shapes, crayons, pencils, classroom objects, counting boards, counting tools (bears, vehicles, fruit, bugs, cubes, erasers, markers, stuffed animals, students)

Assessments:

- Daily common core review
- Topic test & alternate test master
- Teacher observation
- Quick Check Master

Curriculum Scope & Sequence

Planned Course: Mathematics Grade K

Unit: Six to Ten

Time frame: 10-11 Days

State Standards K.CC.3, K.CC.4, K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5

Essential content/objectives: At end of the unit, students will be able to:

- Write numbers 0-10
- Represent a number of objects with a written numeral 0-10
- Understand one more
- Understand the relationship between numbers and quantities 0-10
- Connect counting to cardinality
- Understand 1:1 matching from 0-10
- Understand that the last number said when counting tells to the number of objects
- Count to answer how many questions up to 5 in various configurations (line, array, or scattered)

Core Activities: Students will complete/participate in the following:

- Visual learning activities
- Workbook pages
- Use ten frames to show numbers
- Count and color or count and circle objects
- Write numbers in sand, on whiteboard, or in shaving cream
- Match objects with yarn or by drawing lines
- Roll dice, count and write
- Match number to amount
- Use counters to represent groups of objects
- Memory, puzzles, number tracers
- Create dot cards to represent number

Extensions: Calendar math

Remediation:

- Re-teaching lesson at end of chapter
- Math tubs/stations
- Small group work

Instructional Methods:

- Whole group instruction
- Small group instruction
- Hands-on manipulatives
- Mimio
- Document camera
- Partner work

Materials & Resources:

- Mimio
- Pearsonsuccesnet.com
- Teacher's manuals
- Worksheet packets
- Teaching tools from computer
- White boards and markers
- Wiki sticks
- Number Journals
- Sand paper numbers
- Shaving cream
- Flashcards
- Memory games
- Around the world game
- Dice games – roll and count, roll and color
- Puzzles
- 1 more, 1 less roll and write game
- Matching games
- Number tracing
- Manipulatives – pattern blocks, attribute blocks, 3-D shapes, crayons, pencils, classroom objects, counting boards, counting tools (bears, vehicles, fruit, bugs, cubes, erasers, markers, stuffed animals, students)

Assessments:

- Daily common core review
- Topic test & alternate test master
- Teacher observation
- Quick Check Master

Curriculum Scope & Sequence

Planned Course: Mathematics Grade K

Unit: Comparing and Ordering Numbers 0-10

Time frame: 13-14 Days

State Standards K.CC.2, K.CC.4.c, K.CC.6, K.CC.7, KOA.1

Essential content/objectives: At end of the unit, students will be able to:

- Count forward from any given number within the sequence (0-10)
- Understand one more
- Identify whether the number of objects is greater than, less than, or equal to another number of objects by using matching and counting strategies
- Compare two numbers between 1 and 10 presented as written numerals
- Represent numbers and solve problems through the use of drawings, fingers, objects, acting out situations, mental images, verbal explanations, expressions

Core Activities: Students will complete/participate in the following:

- Visual learning video
- Workbook pages
- Use cubes/drawings to show numbers/ compare sets
- Use teaching tools or flashcards to order numbers 0-10
- Teacher-made games (Mailbox, Sherry Sloane)
- Use graphing to line up objects/students and show which is greater, has fewer, or the same amount
- Step on # line to show one more or two more
- Use manipulatives to show 1:1
- Roll dice and play one more or two more (or less)
- Whiteboard writing
- Use students to show ordinal numbers and to put in correct order
- Use manipulatives to practice ordinal numbers

Extensions: Calendar math

Remediation:

- Re-teaching lesson at end of chapter
- Math tubs/stations
- Small group work

Instructional Methods:

- Whole group instruction
- Small group instruction
- Hands-on manipulatives
- Mimio
- Document camera
- Partner work

Materials & Resources:

- Mimio
- Pearsonsuccesnet.com
- Teacher's manuals
- Worksheet packets
- Teaching tools from computer
- White boards and markers
- Wiki sticks
- Number Journals
- Sand paper numbers
- Shaving cream
- Flashcards
- Memory games
- Around the world game
- Dice games – roll and count, roll and color
- Puzzles
- 1 more, 1 less roll and write game
- Matching games
- Number tracing
- Manipulatives – pattern blocks, attribute blocks, 3-D shapes, crayons, pencils, classroom objects, counting boards, counting tools (bears, vehicles, fruit, bugs, cubes, erasers, markers, stuffed animals, students)

Assessments:

- Daily common core review
- Topic test & alternate test master
- Teacher observation
- Quick Check Master

Curriculum Scope & Sequence

Planned Course: Mathematics Grade K

Unit: Numbers to 20

Time frame: 8-9 Days

State Standards K.CC.2, K.CC.3, K.CC.4.b

Essential content/objectives: At end of the unit, students will be able to:

- Count forward to 20 from any given number within the known sequence
- Write numbers from 0-20
- Represent a number of objects with a written numeral 0-20
- Describe why last number named tells the number of objects counted

Core Activities: Students will complete/participate in the following:

- Visual learning video
- Workbook pages
- Count manipulatives and write how many
- Use sand, play dough, wiki sticks
- Color boxes to show how many
- Draw to show how many
- Use a 10 cube train to count
- Number journal
- Puzzles
- Matching
- Putting number flashcards in order
- Teacher-made count and color games

Extensions:

- Calendar math
- Introduce money and time in morning meeting

Remediation:

- Re-teaching lesson at end of chapter
- Math tubs/stations
- Small group work

Instructional Methods:

- Whole group instruction
- Small group instruction
- Hands-on manipulatives
- Mimio
- Document camera
- Partner work

Materials & Resources:

- Mimio
- Pearsonsuccesnet.com
- Teacher's manuals
- Worksheet packets
- Teaching tools from computer
- White boards and markers
- Wiki sticks
- Number Journals
- Sand paper numbers
- Shaving cream
- Flashcards
- Memory games
- Around the world game
- Dice games – roll and count, roll and color
- Puzzles
- 1 more, 1 less roll and write game
- Matching games
- Number tracing
- Manipulatives – pattern blocks, attribute blocks, 3-D shapes, crayons, pencils, classroom objects, counting boards, counting tools (bears, vehicles, fruit, bugs, cubes, erasers, markers, stuffed animals, students)

Assessments:

- Daily common core review
- Topic test & alternate test master
- Teacher observation
- Quick Check Master

Curriculum Scope & Sequence

Planned Course: Mathematics Grade K

Unit: Measurement

Time frame: 11-12 Days

State Standards K.MD.1, K.MD.2

Essential content/objectives: At end of the unit, students will be able to:

- Describe measurable attributes of objects such as length or weight
- Describe several measurable attributes of a single object
- Compare two objects with a single attribute in common and describe which has more or less of the attribute, and the differences

Core Activities: Students will complete/participate in the following:

- Visual learning videos
- Workbook pages
- Measure items around the room with various measuring tools (yarn, cubes, etc.)
- Measuring booklet
- Find items that measure a specific length/ height
- Compare length/height/weight of items
- Put items in order: shortest to tallest, longest to shortest, heaviest to lightest
- Use scale to compare weights
- Weight to find which is heavier or lighter
- Compare height of students and put in order

Extensions: Calendar math

Remediation:

- Re-teaching lesson at end of chapter
- Math tubs/stations
- Small group work

Instructional Methods:

- Whole group instruction
- Small group instruction
- Hands-on manipulatives
- Mimio
- Document camera
- Partner work

Materials & Resources:

- Mimio
- Pearsonsuccesnet.com
- Teacher's manuals
- Worksheet packets
- Teaching tools from computer
- White boards and markers
- Scale
- Ruler
- Links
- Cubes
- Unifix cubes
- Yarn
- Crayons
- Markers
- Cups
- Mugs
- Measuring cups
- Unpopped popcorn
- Beans
- Water
- Rice

Assessments:

- Daily common core review
- Topic test & alternate test master
- Teacher observation
- Quick Check Master

Curriculum Scope & Sequence

Planned Course: Mathematics Grade K

Unit: Understanding Addition

Time frame: 10-11 Days

State Standards K.OA.1, K.OA.2, K.OA.5

Essential content/objectives: At end of the unit, students will be able to:

- Represent addition in various forms
- Use manipulatives or drawings to solve addition problems/word problems to 10
- Fluently add within 5

Core Activities: Students will complete/participate in the following:

- Visual learning videos
- Workbook pages
- Use manipulatives to solve equations
- Addition work mats
- Addition board games
- Roll dice and add numbers together
- Use whiteboards to write the equation
- Addition journals
- Act out stories with manipulatives
- Use walk on number line for students to add
- Use fingers to count up
- Teacher made games

Extensions: Calendar math

Remediation:

- Re-teaching lesson at end of chapter
- Math tubs/stations
- Small group work

Instructional Methods:

- Whole group instruction
- Small group instruction
- Hands-on manipulatives
- Mimio
- Document camera
- Partner work

Materials & Resources:

- Mimio
- Pearsonsuccesnet.com
- Teacher's manuals
- Worksheet packets
- Teaching tools from computer
- White boards and markers
- Puzzles
- Roll and add games
- Counters
- Erasers
- Manipulatives
- Unifix cubes
- Dominoes
- Pencils, crayons
- Dice in dice

Assessments:

- Daily common core review
- Topic test & alternate test master
- Teacher observation
- Quick Check Master

Curriculum Scope & Sequence

Planned Course: Mathematics Grade K

Unit: Understanding Subtraction

Time frame: 11-12 Days

State Standards K.OA.1, K.OA.2, K.OA.5

Essential content/objectives: At end of the unit, students will be able to:

- Represent subtractions in various forms
- Use manipulatives or drawings to solve subtraction problems/word problems to 10
- Fluently subtract within 5

Core Activities: Students will complete/participate in the following:

- Visual learning videos
- Workbook pages
- Use manipulatives to solve equations
- Subtraction work mats
- Subtraction board games
- Roll dice and subtract from greater number
- Use whiteboards to write the equation
- Subtraction journals
- Act out stories with manipulatives
- Use walk on number line for students to subtract
- Use fingers to take away
- Teacher made games

Extensions: Calendar math

Remediation:

- Re-teaching lesson at end of chapter
- Math tubs/stations
- Small group work

Instructional Methods:

- Whole group instruction
- Small group instruction
- Hands-on manipulatives
- Mimio
- Document camera
- Partner work

Materials & Resources:

- Mimio
- Pearsonsuccesnet.com
- Teacher's manuals
- Worksheet packets
- Teaching tools from computer
- White boards and markers
- Puzzles
- Roll and add games
- Counters
- Erasers
- Manipulatives
- Unifix cubes
- Dominoes
- Pencils, crayons
- Dice in dice

Assessments:

- Daily common core review
- Topic test & alternate test master
- Teacher observation
- Quick Check Master

Curriculum Scope & Sequence

Planned Course: Mathematics Grade K

Unit: More Addition and Subtraction

Time frame: 12-13 Days

State Standards K.OA.3, K.OA.4, K.MD.3

Essential content/objectives: At end of the unit, students will be able to:

- Decompose numbers less than or equal to 10 into pairs in more than one way
- For any from 1-9 find the number that makes 10 when added to the given number
- Classify objects into given categories – count the number of objects in each category and sort the categories by count

Core Activities: Students will complete/participate in the following:

- Visual learning videos
- Workbook pages
- Use manipulatives to solve equations
- Addition/Subtraction work mats
- Addition/Subtraction board games
- Roll dice and add numbers together
- Roll dice and take away from greater number
- Use whiteboards to write the equation
- Addition/subtractions journals
- Act out stories with manipulatives
- Use walk on number line for students to add
- Use walk on number line for students to subtract
- Use fingers to count up
- Teacher made games

Extensions: Calendar math

Remediation:

- Re-teaching lesson at end of chapter
- Math tubs/stations
- Small group work

Instructional Methods:

- Whole group instruction
- Small group instruction
- Hands-on manipulatives
- Mimio
- Document camera
- Partner work

Materials & Resources:

- Mimio
- Pearsonsuccesnet.com
- Teacher's manuals
- Worksheet packets
- Teaching tools from computer
- White boards and markers
- Puzzles
- Ten frames
- Roll and add games
- Counters
- Erasers
- Manipulatives
- Unifix cubes
- Dominoes
- Pencils, crayons
- Dice in dice

Assessments:

- Daily common core review
- Topic test & alternate test master
- Teacher observation
- Quick Check Master

Curriculum Scope & Sequence

Planned Course: Mathematics Grade K

Unit: Composing Numbers 11-19

Time frame: 7-8 Days

State Standards K.NBT.1

Essential content/objectives: At end of the unit, students will be able to:

- Compose numbers from 11-19 into ten ones and some further ones by using objects or drawings
- Record each composition by a drawing or writing an equation
- Understand numbers 11-19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones

Core Activities: Students will complete/participate in the following:

- Visual learning videos
- Workbook pages
- Use manipulatives to solve equations
- Use drawings to solve equations
- Work mats
- Board games
- Roll dice and add numbers together
- Use whiteboards to write the number
- Number journals
- Act out stories with manipulatives
- Use walk on number line for students to add
- Use fingers to count up
- Teacher made games

Extensions: Calendar math

Remediation:

- Re-teaching lesson at end of chapter
- Math tubs/stations
- Small group work

Instructional Methods:

- Whole group instruction
- Small group instruction
- Hands-on manipulatives
- Mimio
- Document camera
- Partner work

Materials & Resources:

- Mimio
- Pearsonsuccesnet.com
- Teacher's manuals
- Worksheet packets
- Teaching tools from computer
- White boards and markers
- Puzzles
- Links
- Ten frames
- Roll and add games
- Counters
- Erasers
- Manipulatives
- Unifix cubes
- Pencils, crayons
- Flashcards

Assessments:

- Daily common core review
- Topic test & alternate test master
- Teacher observation
- Quick Check Master

Curriculum Scope & Sequence

Planned Course: Mathematics Grade K

Unit: Decomposing Numbers 11-19

Time frame: 8-9 Days

State Standards K.NBT.1

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will be able to:

- Decompose numbers from 11-19 into ten ones and some further ones by using objects or drawings
- Record each decomposition by a drawing or writing an equation
- Understand numbers 11-19 can be decomposed into ten ones and one, two, three, four, five, six, seven, eight, or nine ones

Core Activities: Students will complete/participate in the following:

- Visual learning videos
- Workbook pages
- Use manipulatives to solve equations
- Use drawings to solve equations
- Work mats
- Board games
- Use whiteboards to write the smaller numbers that go into 11-19
- Number journals
- Act out stories with manipulatives
- Use fingers to count up or down
- Teacher made games

Extensions: Calendar math

Remediation:

- Re-teaching lesson at end of chapter
- Math tubs/stations
- Small group work

Instructional Methods:

- Whole group instruction
- Small group instruction
- Hands-on manipulatives
- Mimio
- Document camera
- Partner work

Materials & Resources:

- Mimio
- Pearsonsuccesnet.com
- Teacher's manuals
- Worksheet packets
- Teaching tools from computer
- White boards and markers
- Puzzles
- Links
- Ten frames
- Roll and add games
- Counters
- Erasers
- Manipulatives
- Unifix cubes
- Pencils, crayons
- Flashcards

Assessments:

- Daily common core review
- Topic test & alternate test master
- Teacher observation
- Quick Check Master

Curriculum Scope & Sequence

Planned Course: Mathematics Grade K

Unit: Numbers to 100

Time frame: 9-10 Days

State Standards K.CC.1, K.CC.2, K.CC.4.b, K.CC.4.c, K.CC.5

Essential content/objectives: At end of the unit, students will be able to:

- Count to 100 by tens and ones
- Count forward from a given number within the known sequence
- Understand one more
- Understand that the last number said aloud when counting represents the number of objects
- Count to answer how many questions up to 20 in various configurations (line, array, or scattered)

Core Activities: Students will complete/participate in the following:

- Visual learning video
- Workbook pages
- Count manipulatives and write how many
- Use the hundreds chart to show how to count by 2's, 5's, 10's
- Look for number patterns in the hundreds chart
- Fill in what comes next using the hundreds chart
- Use sand, play dough, wiki sticks to represent amounts
- Color boxes to show how many
- Draw to show how many
- Use several 10 cube trains to count
- Number journal
- Puzzles
- Matching
- Putting number flashcards in order
- Teacher-made count and color games

Extensions: Calendar math

Remediation:

- Re-teaching lesson at end of chapter
- Math tubs/stations
- Small group work

Instructional Methods:

- Whole group instruction
- Small group instruction
- Hands-on manipulatives
- Mimio
- Document camera
- Partner work

Materials & Resources:

- Mimio
- Pearsonsuccesnet.com
- Teacher's manuals
- Worksheet packets
- Teaching tools from computer
- White boards and markers
- Wiki sticks
- Number Journals
- Sand paper numbers
- Shaving cream
- Flashcards
- Ten frames
- Groups of 10 straws, 10 unifix cubes, etc.
- Memory games
- Around the world game
- Dice games – roll and count, roll and color
- Puzzles
- Hands
- Dr. Jean songs
- 1 more, 1 less roll and write game
- Matching games
- Hundreds chart
- Number tracing
- Manipulatives – pattern blocks, attribute blocks, 3-D shapes, crayons, pencils, classroom objects, counting boards, counting tools (bears, vehicles, fruit, bugs, cubes, erasers, markers, stuffed animals, students)

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