

Content: Math		Grade: Kindergarten				
		UNIT 5-6: Number Line, Shapes, 2-digit Numbers				
		Unit 5 Time Frame: Jan 28-Mar 4 Unit 6 Time Frame: Mar 7- Apr 11				
Essential Questions:	Content:	Skills:	Key Terms:	Assessment:	CCCS	Text
-How much is 100? -How long is a foot? -What do we use tally marks for? -What does a graph help us do?	<p>Core activities: sequencing daily events; playing the growing and disappearing train game</p> <p>Teaching options: making life timelines; comparing schedules</p> <p>Core activities: making craft stick patterns; looking ahead to the 100th day</p> <p>Teaching options: making toothpick patterns; finding patterns in a picture book; working with</p>	1. Students will describe things based on their attributes 2. Students will be aware of equivalent names for numbers 3. Students will explore the calculator 4. Students will practice measuring by feet 5. Students will count by 5's 6. Students will learn about tally marks 7. Students will review bar graphs	12 inch rulers add after afternoon all clear attributes bar graph before clear column digit equal/equals evening exchange fewer first foot heel to toe	Quizzes Interactive assessment Unit test	K.CC.1 Count to 100 by ones and tens. K.CC.2 Count forward beginning from a given number within the known sequence K.CC.3 Write the numbers from 0-20. Represent a number of objects within a written numeral 0-20 K.CC.4 Understand	Everyday Math

	<p>patterns on the computer</p> <p>Core activities: playing find the block; using slates to practice writing 2-digit numbers</p> <p>Teaching Options: playing I spy; reading I spy books</p> <p>Core activities: playing guess my number; using pan balances</p> <p>Teaching Options: playing a missing number game; creating a number tree</p> <p>Core activities: counting forward and backward with a calculator; playing monster squeeze</p> <p>Teaching options: reading</p>	<p>8. Students will be introduced to the number grid</p> <p>9. Students will be able to count to 50 by 5's.</p> <p>10. Students will know how to read a bar graph.</p> <p>11. Students will be able to make bar graphs.</p> <p>12. Students will understand the number grid and will be able to locate numbers on the number grid.</p> <p>13. Students will do an art project for the 100th day of school</p> <p>14. Students will make a bar graph of their family pets</p> <p>15. Students will locate any number on the number grid</p> <p>--Unit 6--</p>	<p>large last left</p> <p>measure</p> <p>medium</p> <p>minus</p> <p>more</p> <p>morning</p> <p>next</p> <p>nonstandard</p> <p>number grid</p> <p>order</p> <p>pattern</p> <p>plus</p> <p>right</p> <p>row</p> <p>scale</p> <p>second</p> <p>skip count</p> <p>small</p> <p>standard</p> <p>standard foot</p> <p>subtract</p> <p>take away</p> <p>tally marks</p> <p>thick</p>		<p>the relationship between numbers and quantities.</p> <p>K.OA.3 Decompose numbers less than or equal to 10</p> <p>K.OA.4 For any number from 1-9, find the number that makes 10 when added to the given number</p> <p>K.MD.1 Describe measurable attributes of objects, such as length or weight</p> <p>K.MD.2 Directly compare two objects with a measurable</p>	
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	<p>about a quack-u-later</p> <p>Core activities: measurement with feet; playing top-it</p> <p>Teaching options: measuring with paces; measuring block buildings</p> <p>Core activities: reading and discussing how big is a foot?; counting by 10s</p> <p>Teaching options: comparing feet; reading about animal feet</p> <p>Core activities: counting by 5s; graphing sums of dice throws</p> <p>Teaching options: listening and counting with nickels; making a handprint display; reading</p>	<ol style="list-style-type: none"> 1. Students will describe things based on their attributes 2. Students will be aware of equivalent names for numbers 3. Students will explore the calculator 4. Students will practice measuring by feet 5. Students will count by 5's 6. Students will learn about tally marks 7. Students will review bar graphs 8. Students will be introduced to the number grid 	<p>thin</p> <p>third</p> <p>time</p> <p>total</p> <p>trade</p> <p>unit</p> <p>--unit 6—</p> <p>2-dimensional</p> <p>3-dimensional</p> <p>attributes</p> <p>cent</p> <p>cents</p> <p>circle</p> <p>coin</p> <p>comparison</p> <p>number story</p> <p>cone</p> <p>count by 2s</p> <p>cube</p> <p>cylinder</p> <p>data</p> <p>difference</p>		<p>attribute in common.</p> <p>--unit 6—</p> <p>MD.3 Classify objects into given categories</p> <p>K.G.1 describe objects in the environment using names of shapes</p> <p>K.G.2 Correctly name shapes regardless of orientation and size</p> <p>K.G.4 Analyze and compare two and three dimensional objects</p> <p>k.G.3 Identify symmetrical shapes</p>	
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	<p>about counting by 5s</p> <p>Core activities: introducing and using tally marks; making equivalent names for numbers</p> <p>Teaching options: counting with tally cards; telling the sleepy snake story</p> <p>Core activities: playing the raft game; estimating beans</p> <p>Teaching options: playing a beans and planks game; playing penny-nickel exchange</p> <p>Core activities: measuring and comparing; counting by 1s</p> <p>Teaching Options:</p>		<p>dime</p> <p>divide</p> <p>equal/equals</p> <p>even</p> <p>exchange</p> <p>graph</p> <p>half</p> <p>halves</p> <p>nickel</p> <p>odd</p> <p>one half</p> <p>pair</p> <p>part</p> <p>pattern</p> <p>penny</p> <p>plus</p> <p>rectangle</p> <p>repeat</p> <p>represent</p> <p>seconds</p> <p>skip count</p> <p>sphere</p> <p>square</p> <p>steady pace</p>		<p>K.G.4 Understand that the last number tells the number of objects counted.</p> <p>K.G.5 Model shapes in the world by building shapes from components</p> <p>K.G.6 Compose simple shapes to form larger shapes.</p> <p>K.CC.1 Count to 100 by ones and tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence</p>	
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	<p>measuring outside; reading inch by inch</p> <p>Core activities: measuring with different tools; playing domino concentration</p> <p>Teaching options: measuring long chains; reading building a house</p> <p>Core activities: graphing pets; following craft stick patterns</p> <p>Teaching options: writing pet stories; researching pets</p> <p>Core activities: playing the attribute spinner game; tallying class data</p> <p>Teaching options: describing blocks and other objects with multiple attributes;</p>		<p>survey</p> <p>symbol</p> <p>trade</p> <p>triangle</p> <p>uneven</p> <p>value</p> <p>whole</p> <p>worth</p>		<p>K.CC.3 Write the numbers from 0-20. Represent a number of objects within a written numeral 0-20</p> <p>K.CC.4 Understand the relationship between numbers and quantities.</p> <p>K.OA.3 Decompose numbers less than or equal to 10</p> <p>K.OA.4 For any number from 1-9, find the number that makes 10 when added to the given number</p> <p>K.MD.1 Describe measurable</p>	
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	<p>making attribute trains</p> <p>Core activities: getting to know the class number grid; writing number models for number stories</p> <p>Teaching options: using write on/wipe off number grids; reading how the stars fell into the sky</p> <p>Core activities: playing number grid search; playing the matching coin game</p> <p>Teaching options: playing the number-grid game; playing a mini number-grid search game</p> <p>--UNIT 6--</p> <p>Core activities: exploring the penny; counting</p>				<p>attributes of objects, such as length or weight</p> <p>K.MD.2 Directly compare two objects with a measurable attribute in common.</p> <p>MD.3 Classify objects into given categories</p> <p>K.G.1 describe objects in the environment using names of shapes</p> <p>K.G.2 Correctly name shapes regardless of orientation and size</p> <p>K.G.4 Analyze and compare two and three</p>	
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	<p>steps on a number line</p> <p>Teaching options: buying penny snacks; reading about pennies; making penny rubbings</p> <p>Core activities: exploring the nickel; playing the growing and disappearing train game</p> <p>Teaching options: playing penny-nickel exchange; playing store; making nickel rubbings</p> <p>Core activities: making a shape museum; making symmetrical hearts and other designs</p> <p>Teaching options: playing stand up if; describing block shapes and sizes; reading a 3-d adventure;</p>				<p>dimensional objects</p> <p>k.G.3 Identify symmetrical shapes</p> <p>K.G.4 Understand that the last number tells the number of objects counted.</p> <p>K.G.5 Model shapes in the world by building shapes from components</p> <p>K.G.6 Compose simple shapes to form larger shapes.</p>	
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	<p>exploring shapes with technology</p> <p>Core activities: beating out time; playing the raft game</p> <p>Teaching options: timing other activities; discussing the tortoise and the hare</p> <p>Core activities: graphing survey data; counting to the number of the day</p> <p>Teaching options: making concrete graphs; reading about surveys</p> <p>Core activities: playing I-spy with shapes; making a number of pets graph</p> <p>Teaching options: feeling for shapes; going on a shape scavenger</p>					
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	<p>hunt; making a solid shapes book</p> <p>Core activities: exploring the dime; playing the attribute spinner game</p> <p>Teaching options: playing penny-dime exchange; comparing coins by feel; making dime rubbings</p> <p>Core activities: making coin exchanges; playing guess my number and counting backward</p> <p>Teaching options: playing exchange games and making an exchange chart; making and recording coin exchanges</p> <p>Core activities: telling comparison stories;</p>					
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	<p>measuring in different ways</p> <p>Teaching options: solving comparison pocket problems; acting out comparison stories</p> <p>Core activities: counting by 2s; estimating nickels or dimes</p> <p>Teaching options: marking 2's on write on/wipe off number grids; reading and counting by 2s</p> <p>Core activities: dividing a group into halves; playing teen frame and top-it</p> <p>Teaching options: sharing cookies equally; playing cover half</p> <p>Core activities: playing read my</p>					
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	<p>mind; playing monster squeeze</p> <p>Teaching options: playing guess who?; making attribute collages</p> <p>Core activities: timing activities; playing number-grid search</p> <p>Teaching options: timing minutes and half minutes; exploring tools for timing</p> <p>Core activities: skip counting with calculators; making coin patterns</p> <p>Teaching options: solving problems using skip counting; skip counting by other numbers</p> <p>Core activities: representing a pattern; flipping a coin</p>					
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	<p>Teaching options: making a pattern book; playing instrument pattern</p> <p>Core activities: dividing a whole into halves; writing number models for number stories</p> <p>Teaching options: making half-and-half pizzas; reading about dividing things</p>					
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-Unit 5 Test: Wednesday February 11th

- Unit 6 Test: Monday March 16th

(Students will be aware of topics that will be covered on the test a week in advance. Students will have 2 days to review in class)