

Month(s)	Highlighted Mathematical Processes	Domains	Essential Questions	Goals	Performance Based Assessments
September October November	<p><b>MP.5</b> Use appropriate tools strategically.</p> <p><b>MP.6</b> Attend to precision.</p> <p><b>MP.8</b> Look for and express regularity in repeated reasoning</p>	Critical Area 1: Number and Operations	<ul style="list-style-type: none"> <li>• How can you show, count, and write numbers 0 to 5? (Chapter 1)</li> <li>• How can building and comparing sets help you compare numbers? (Chapter 2)</li> <li>• How can you show, count, and write numbers 6 to 9? (Chapter 3)</li> <li>• How can you show and compare numbers to 10? (Chapter 4)</li> </ul>	<p><b>Know number names and the count sequence.</b></p> <p><b>K.CC.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><b>K.CC.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p><b>Count to tell the number of objects.</b></p> <p><b>K.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p><b>K.CC.4a</b> 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.</p> <p><b>K.CC.4b</b> Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p><b>K.CC.4c</b> Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p><b>Compare numbers</b></p> <p><b>K.CC.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p><b>K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals.</p> <p><b>Compare numbers</b></p> <p><b>K.CC.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p><b>K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals.</p> <p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from</b></p> <p><b>K.OA.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p><b>K.OA.4</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p>	<p>*Beginning of the Year Baseline Assessment</p> <p>*Show What You Know</p> <p>*Mid-Chapter Checkpoint</p> <p>*Chapter Review</p> <p>*Chapter Test</p> <p>*Performance Task</p> <p>Chapter 1-To assess the ability to model, count, and write numbers to 5 and to understand that each successive number refers to a quantity that is one larger.</p> <p>Chapter 2-To assess the ability to count, model, write, and compare numbers</p> <p>Chapter 3-To assess the ability to count objects in a line and in a circle; count out a quantity of objects to match a given number; compare quantities of objects; and write numerals and number words to represent quantities</p> <p>Chapter 4-To assess the ability to count, model, write, and compare numbers to 10</p>

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December January	<p><b>MP.3</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>MP.7</b> Look for and make use of structure</p>	Geometry and Positions	<ul style="list-style-type: none"> <li>• How can you identify, name, and describe two-dimensional shapes? (Chapter 9)</li> <li>• How can identifying and describing shapes help you sort them? (Chapter 10)</li> </ul>	<p><b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b></p> <p><b>K.G.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p><b>K.G.2</b> Correctly name shapes regardless of their orientations or overall size.</p> <p><b>K.G.3</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).</p> <p><b>Analyze, compare, create, and compose shapes.</b></p> <p><b>K.G.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p><b>K.G.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><b>K.G.6</b> Compose simple shapes to form larger shapes.</p>	<p>*Middle of the Year Baseline Assessment</p> <p>*Show What You Know</p> <p>*Mid-Chapter Checkpoint</p> <p>*Chapter Review/Test</p> <p>*Chapter Test</p> <p>*Performance Task</p> <p>*Problem of the Month</p> <p>Chapter 9-To assess the ability to identify, analyze, draw, and compose two-dimensional shapes</p> <p>Chapter 10-To assess the ability to identify two- and three-dimensional shapes and their attributes; to distinguish between two- and three-dimensional shapes; and to describe the position of objects in the environment</p>

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January February March April	<p><b>MP.5</b> Use appropriate tools strategically.</p> <p><b>MP.6</b> Attend to precision.</p> <p><b>MP.8</b> Look for and express regularity in repeated reasoning</p>	Number and Operations	<ul style="list-style-type: none"> <li>• How can you show addition? (Chapter 5)</li> <li>• How can you show subtraction? (Chapter 6)</li> <li>• How can you show, count, and write numbers 11 to 19? (Chapter 7)</li> <li>• How can you show, count, and write numbers to 10 and beyond? (Chapter 8)</li> </ul>	<p><b>Know number names and the count sequence.</b></p> <p><b>K.CC.1</b> Count to 100 by ones and by tens.</p> <p><b>K.CC.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><b>K.CC.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p><b>Count to tell the number of objects.</b></p> <p><b>K.CC.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>Compare numbers.</b></p> <p><b>K.CC.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p><b>K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals.</p> <p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b></p> <p><b>K.OA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><b>K.OA.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><b>K.OA.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p><b>K.OA.4</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p><b>K.OA.5</b> Fluently add and subtract within 5.</p> <p><b>Work with numbers 11–19 to gain foundations for place value.</b></p> <p><b>K.NBT.1</b> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., <math>18 = 10 + 8</math>); understand that these numbers are composed of</p>	<p>*Show What You Know</p> <p>*Mid-Chapter Checkpoint</p> <p>*Chapter Review/Test</p> <p>*Chapter Test</p> <p>*Performance Task</p> <p>*Problem of the Month</p> <p>Chapter 5-To assess the ability to model and write addition sentences for number pairs for a specified sum</p> <p>Chapter 6-To assess the ability to solve addition and subtraction word problems within 10 using models, drawings, and equations</p> <p>Chapter 7-To assess the ability to write numbers from 11 to 19 and decompose them into ten ones and some further ones using models and equations</p> <p>Chapter 8-To assess the ability to model, count, and compare numbers to 20; to count to 100 by ones and tens; and to count forward from a given number</p>

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April May	<p><b>MP.1</b> Make sense of problems and persevere in solving them.</p> <p><b>MP.2</b> Reason abstractly and quantitatively.</p> <p><b>MP.4</b> Model with mathematics</p>	Critical Area 3: Measurement and Data	<ul style="list-style-type: none"> <li>• How can comparing objects help you measure them? (Chapter 11)</li> <li>• How does sorting help you display information? (Chapter 12)</li> </ul>	<p><b>Describe and compare measurable attributes.</b></p> <p><b>K.MD.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b>K.MD.2</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.</p> <p><b>Classify objects and count the number of objects in each category.</b></p> <p><b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<p>*End of Year Baseline Assessment</p> <p>*Show What You Know</p> <p>*Mid-Chapter Checkpoint</p> <p>*Chapter Review/Test</p> <p>*Chapter Test</p> <p>*Performance Task</p> <p>Chapter 11-To assess the ability to compare weights, lengths, and heights of objects using words such as lighter, heavier, longer, shorter, and taller</p> <p>Chapter 12-Children make a graph to sort, classify, and count objects by type. They draw pictures to sort and classify objects in more than one way. They write addition sentences to record these counts.</p>