Kindergarten- Math 4 Quarter Plans

Quarter 1- August, September, Mid-October

Focus Areas: Number sense, 1:1 counting, rote counting, manipulative use

Standard	Objective	Resources Used:
K.CC.A1	I can count to 100 by ones and by tens.	-iPads -SMARTboard -100s chart -MyMath Student Workbooks -MyMath Online Presentations -Whiteboards -Handwriting Without Tears Number Sheets -Manipulatives (counters, counting bears, ten frames, etc.) -Number cards posted in classroom
K.CC.A3	I can write numbers from 0-20 and represent a number of objects with a written numeral 0-20 with 0 representing a count of no objects.	
K.CC.4	I understand the relationship between numbers and quantities and can connect counting to cardinality.	
K.CC.4a	When counting objects, I can 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.	
K.CC.4b	I understand that the last number name said tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.	
K.CC.6	I can 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.	
K.CC.7	I can compare two numbers between 1 and 10 presented as written numerals.	**Summary:** After the 1st quarter, kindergartners will be able to count to 20 successfully. The should also be able to write numbers from 1 to 10 successfully. At this time, backwards numbers are okay. Students should also be able to identify groups, sort into groups, and count how many are in each group. Counting to 100 will continue throughout the school year. The majority of the 1st quarter is to establish 1:1 counting and number sense.
K.MD.3	I can classify objects into given categories, count the numbers of objects in each category, and sort the categories by count.	

Kindergarten- Math 4 Quarter Plans

Quarter 2- Mid-October, November, December

Focus Areas: Number sense, recognizing and naming numbers quickly, greater than/less than/equal to, 2D shapes

K.CC.6	I can 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.	**Resources Used:** -iPads -SMARTboard -MyMath Online Presentations
K.CC.7	I can compare two numbers between 1 and 10 presented as written numerals.	-MyMath Student Workbooks -Whiteboards
K.CC.5	I can 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 and given a number from 1-20, I can count out that many objects.	-Manipulatives (counters, counting bears, ten frames, etc.) -Shape Cards
K.G.2	I can correctly name shapes regardless of their orientations or overall size.	-Shape Anchor Charts -Shape manipulatives
		Summary: Students will be expected to utilize the standards mastered from Q1 also in Q2 in order to be successful. Students will create a stronger permanency when it comes to numbers and number sense. Students should be able to count to 50 by the end of Q2. Students should recognize and name circle, oval, triangle, square, rectangle, hexagon, heart, and star.

Kindergarten- Math 4 Quarter Plans

Quarter 3- January, February, Mid-March

Focus Areas: 3D shapes, counting on, simple addition within 10 using manipulatives (including fingers)

K.CC.2	I can count forward beginning from a given number within the known sequence instead of having to begin at 1.	**Resources Used:** -iPads -SMARTboard -MyMath Online Presentations -MyMath Student Workbooks -Whiteboards -Manipulatives (counters, counting bears, ten frames, etc.) -Shape Cards -Shape Anchor Charts -Shape manipulatives -Number Lines -Number Bonds -Mentor Text: *If I Were a Plus Sign*
K.G.3	I can identify shapes as two-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.	**Summary:** In Q3, students will build upon their knowledge they learned in Q1 and Q2 in order to recognize and name three-dimensional shapes and start the process of adding. At this time, students should be able to add within 10 using manipulatives, drawings,
K.G.5	I can model shapes in the world by building shapes from components and drawing shapes.	
K.G.6	I can compose simple shapes to form larger shapes.	
K.OA.3	I can decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings and record each decomposition by a drawing or equation.	

K.OA.4	I can for any number from 1-9, find the number when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	fingers, etc. They should be able to name the parts of a number sentence (addend, plus sign, equal sign, and sum) and put them in the correct order (ex. 2 + 3 = 5 OR 5 = 2 + 3) Students should understand the concept that both sides of the equation should be equal.
K.OA.1	I can represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal	
K.OA.5	I can fluently add and subtract within 5.	

Kindergarten- Math 4 Quarter Plans		
Quarter 4- Mid-March, April, May **Focus Areas**: Addition and Subtraction within 10 using manipulatives (including fingers), fluency within 5, and measurable attributes of objects		
K.OA.4	I can for any number from 1-9 find the number when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	**Resources Used:** -iPads -SMARTboard -MyMath Online Presentations -MyMath Student Workbooks -Whiteboards -Manipulatives (counters, counting bears, ten frames, etc.) -Number Lines -Number Bonds -Mentor Text: *If I Were a Minus Sign* -Balance Scale -Classroom objects to give a real-life scenario to height, weight, length
K.OA.2	I can solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	
K.NBT.1	I can 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 (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	
K.MD.1	I can describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	**Summary:** Building on all past skills taught throughout the year, students will be able to master adding and subtracting within 10 with manipulative help. Students should be fluent within 5, meaning within 3 seconds they should be able to solve any
K.MD.2	I can 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.	
K.MD.3	I can classify objects into given categories and count the numbers of objects in each category and sort the categories by count.	

addition/subtraction equation with the sum/difference totaling 5 or less. Students should also use the vocab: minus sign, equal sign, difference, heavy, light, short, tall, short, and long. Students will be able to compare two or more objects for height, weight, and length.

Note: Plans are subject to change due to what the teacher deems as appropriate pacing for the group of students being taught in that current year. Resources are also subject to change due to availability.

*OA=Operations and Algebraic Thinking

*NBT= Number and Operations in Base-10

*MD= Measurement and Data

*G= Geometry