

**Covington Elementary School/ Math Curriculum Map
Grade: Kindergarten**

<i>TIME:</i> When and for how long will the content be taught	<i>Standard:</i> List the exact standard as adopted or our locally adopted skill	<i>Topic:</i> Brief explanation of what you will be doing to teach this standard	<i>Assessments:</i> How and when students will be assessed
<p>August:</p> <ul style="list-style-type: none"> ● Topic 1: Numbers 0 to 5 ● Topic 2: Compare Numbers 0 to 5 	<p>Standards:</p> <p>K. M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)</p> <p>K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time.</p> <p>K.NS.1 Count to at least 100 by ones and tens. Count by one from any given number. (E)</p> <p>K.NS.2 Write whole numbers from 0-20 and identify number words from 0-10. Represent a number of objects with a</p>	<p>Teaching Methods:</p> <ul style="list-style-type: none"> ● Calendar time ● Oral Practice ● Envision Curriculum ● Manipulatives ● Guided Math Curriculum ● TPT Supplemental Pages ● Splash Math ● IXI ● Happy Numbers 	<p>Assessments:</p> <ul style="list-style-type: none"> ● TPT Supplemental Pages ● Teacher Observations ● White Boards ● Thumbs Up and Down ● Envision Assessments ● Guided Math Assessments

	<p>written numeral 0-20 (with 0 representing a count of no objects). (E).</p> <p>K.NS.3 Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name said describes the number objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E).</p> <p>K.NS.4 Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E).</p> <p>K.NS.7 Define and model a “ten” as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E).</p> <p>K.G.1 Compare two and three dimensional shapes in different sizes and orientations, using informal language to describe their</p>		
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	<p>similarities, differences, parts (e.g., number of sides and vertices/"corners"), and other attributes (e.g. having sides of equal length).</p> <p>K.DA.1 With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E).</p> <p>K.CA.4 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.</p>		
<p>September:</p> <ul style="list-style-type: none"> • Topic 3: Numbers 6 to 10 • Topic 4: Compare Numbers 0 to 10 	<p>Standards:</p> <p>K. M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)</p> <p>K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and</p>	<p>Teaching Methods:</p> <ul style="list-style-type: none"> • Calendar time • Oral Practice • Envision Curriculum • Manipulatives • Guided Math Curriculum • TPT Supplemental Pages • Splash Math • IXI • Happy Numbers 	<p>Assessments:</p> <ul style="list-style-type: none"> • TPT Supplemental Pages • Teacher Observations • White Boards • Thumbs Up and Down • Envision Assessments • Guided Math Assessments

	<p>clocks are tools to measure time.</p> <p>K.NS.1 Count to at least 100 by ones and tens. Count by one from any given number. (E)</p> <p>K.NS.2 Write whole numbers from 0-20 and identify number words from 0-10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E).</p> <p>K.NS.3 Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name said describes the number objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E).</p> <p>K.NS.4 Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E).</p> <p>K.NS.5 Identify whether the number of objects in one</p>		
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	<p>group is greater than, less than, or equal to the number of objects in another group (eg by using matching and counting strategies).</p> <p>K.NS.6 Compare the values of two numbers from 1 to 20 presented as written numerals.</p> <p>K.NS.7 Define and model a “ten” as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E).</p> <p>K.G.1 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>K.DA.1 With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E).]</p> <p>K.CA.4 Create, extend, and</p>		
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	give an appropriate rule for simple repeating and growing patterns with numbers and shapes.		
<p>October:</p> <ul style="list-style-type: none"> • Topic 5: Classify and Count Data • Topic 6: Understand Addition 	<p>Standards:</p> <p>K. M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)</p> <p>K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time.</p> <p>K.NS.1 Count to at least 100 by ones and tens. Count by one from any given number. (E)</p> <p>K.NS.2 Write whole numbers from 0-20 and identify number words from 0-10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no</p>	<p>Teaching Methods:</p> <ul style="list-style-type: none"> • Calendar time • Oral Practice • Envision Curriculum • Manipulatives • Guided Math Curriculum • TPT Supplemental Pages • Splash Math • IXI • Happy Numbers 	<p>Assessments:</p> <ul style="list-style-type: none"> • TPT Supplemental Pages • Teacher Observations • White Boards • Thumbs Up and Down • Envision Assessments • Guided Math Assessments

	<p>objects). (E).</p> <p>K.NS.3 Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name said describes the number objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E).</p> <p>K.NS.4 Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E).</p> <p>K.NS.5 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (eg by using matching and counting strategies).</p> <p>K.NS.6 Compare the values of two numbers from 1 to 20 presented as written numerals.</p> <p>K.NS.7 Define and model a “ten” as a group of ten ones. Model equivalent forms of</p>		
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	<p>whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E).</p> <p>K.G.1 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>K.DA.1 With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E).</p> <p>K.CA.1 Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)</p> <p>K.CA.2. Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)</p> <p>K.CA.3 Find the number that makes 10 when added to the</p>		
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	<p>given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation. (E)</p> <p>K.CA.4 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.</p>		
<p>November:</p> <ul style="list-style-type: none"> ● Topic 6: Understand Addition ● Topic 7: Understand Subtraction 	<p>Standards:</p> <p>K. M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)</p> <p>K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time.</p> <p>K.NS.1 Count to at least 100 by ones and tens. Count by one from any given number. (E)</p>	<p>Teaching Methods:</p> <ul style="list-style-type: none"> ● Calendar time ● Oral Practice ● Envision Curriculum ● Manipulatives ● Guided Math Curriculum ● TPT Supplemental Pages ● Splash Math ● IXI ● Happy Numbers 	<p>Assessments:</p> <ul style="list-style-type: none"> ● TPT Supplemental Pages ● Teacher Observations ● White Boards ● Thumbs Up and Down ● Envision Assessments ● Guided Math Assessments

	<p>K.NS.2 Write whole numbers from 0-20 and identify number words from 0-10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E).</p> <p>K.NS.3 Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name said describes the number objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E).</p> <p>K.NS.4 Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E).</p> <p>K.NS.5 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (eg by using matching and counting strategies).</p> <p>K.NS.6 Compare the values</p>		
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	<p>of two numbers from 1 to 20 presented as written numerals.</p> <p>K.NS.7 Define and model a “ten” as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E).</p> <p>K.G.1 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>K.DA.1 With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E).</p> <p>K.CA.1 Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)</p> <p>K.CA.2. Use objects or drawings to model the</p>		
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	<p>decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E) K.CA.3 Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation. (E) K.CA.4 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.</p>		
<p>December</p> <ul style="list-style-type: none"> • Topic 8: More Addition and Subtraction 	<p>Standards:</p> <p>K. M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E) K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and</p>	<p>Teaching Methods:</p> <ul style="list-style-type: none"> • Calendar time • Oral Practice • Envision Curriculum • Manipulatives • Guided Math Curriculum • TPT Supplemental Pages • Splash Math • IXI • Happy Numbers 	<p>Assessments:</p> <ul style="list-style-type: none"> • TPT Supplemental Pages • Teacher Observations • White Boards • Thumbs Up and Down • Envision Assessments • Guided Math Assessments <p>**NWEA Assessment</p>

	<p>clocks are tools to measure time.</p> <p>K.NS.1 Count to at least 100 by ones and tens. Count by one from any given number. (E)</p> <p>K.NS.2 Write whole numbers from 0-20 and identify number words from 0-10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E).</p> <p>K.NS.3 Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name said describes the number objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E).</p> <p>K.NS.4 Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E).</p> <p>K.NS.6 Compare the values of two numbers from 1 to 20</p>		
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	<p>presented as written numerals.</p> <p>K.NS.7 Define and model a “ten” as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E).</p> <p>K.G.1 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>K.DA.1 With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E).</p> <p>K.CA.1 Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)</p> <p>K.CA.2. Use objects or drawings to model the decomposition of numbers</p>		
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	<p>less than 10 into pairs in more than one way. Identify corresponding equations. (E) K.CA.3 Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation. (E) K.CA.4 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.</p>		
<p>January:</p> <ul style="list-style-type: none"> • Topic 8: More Addition and Subtraction • Topic 9 Count Numbers to 20 	<p>Standards:</p> <p>K. M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E) K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure</p>	<p>Teaching Methods:</p> <ul style="list-style-type: none"> • Calendar time • Oral Practice • Envision Curriculum • Manipulatives • Guided Math Curriculum • TPT Supplemental Pages • Splash Math • IXI • Happy Numbers 	<p>Assessments:</p> <ul style="list-style-type: none"> • TPT Supplemental Pages • Teacher Observations • White Boards • Thumbs Up and Down • Envision Assessments • Guided Math Assessments

	<p>time.</p> <p>K.NS.1 Count to at least 100 by ones and tens. Count by one from any given number. (E)</p> <p>K.NS.2 Write whole numbers from 0-20 and identify number words from 0-10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E).</p> <p>K.NS.3 Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name said describes the number objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E).</p> <p>K.NS.4 Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E).</p> <p>K.NS.6 Compare the values of two numbers from 1 to 20 presented as written</p>		
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	<p>numerals.</p> <p>K.NS.7 Define and model a “ten” as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E).</p> <p>K.G.1 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>K.DA.1 With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E).</p> <p>K.CA.1 Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)</p> <p>K.CA.2. Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more</p>		
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	<p>than one way. Identify corresponding equations. (E) K.CA.3 Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation. (E) K.CA.4 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.</p>		
<p>February:</p> <ul style="list-style-type: none"> ● Topic 9: Count Numbers to 20 ● Topic 10: Compose and Decompose Numbers 11 to 19 	<p>K. M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E) K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time. K.NS.1 Count to at least 100</p>	<p>Teaching Methods:</p> <ul style="list-style-type: none"> ● Calendar time ● Oral Practice ● Envision Curriculum ● Manipulatives ● Guided Math Curriculum ● TPT Supplemental Pages ● Splash Math ● IXI ● Happy Numbers 	<p>Assessments:</p> <ul style="list-style-type: none"> ● TPT Supplemental Pages ● Teacher Observations ● White Boards ● Thumbs Up and Down ● Envision Assessments ● Guided Math Assessments

	<p>by ones and tens. Count by one from any given number. (E)</p> <p>K.NS.2 Write whole numbers from 0-20 and identify number words from 0-10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E).</p> <p>K.NS.3 Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name said describes the number objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E).</p> <p>K.NS.4 Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E).</p> <p>K.NS.6 Compare the values of two numbers from 1 to 20 presented as written numerals.</p> <p>K.NS.7 Define and model a</p>		
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	<p>“ten” as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E).</p> <p>K.G.1 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>K.DA.1 With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E).</p> <p>K.CA.1 Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)</p> <p>K.CA.2. Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)</p>		
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	<p>K.CA.3 Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation. (E)</p> <p>K.CA.4 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.</p>		
<p>March:</p> <ul style="list-style-type: none"> ● Topic 10: Compose and Decompose Numbers to 11 to 19 ● Topic 11: Count Numbers to 100 	<p>K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)</p> <p>K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time.</p> <p>K.NS.1 Count to at least 100 by ones and tens. Count by one from any given number.</p>	<p>Teaching Methods:</p> <ul style="list-style-type: none"> ● Calendar time ● Oral Practice ● Envision Curriculum ● Manipulatives ● Guided Math Curriculum ● TPT Supplemental Pages ● Splash Math ● IXI ● Happy Numbers 	<p>Assessments:</p> <ul style="list-style-type: none"> ● TPT Supplemental Pages ● Teacher Observations ● White Boards ● Thumbs Up and Down ● Envision Assessments ● Guided Math Assessments

	<p>(E)</p> <p>K.NS.2 Write whole numbers from 0-20 and identify number words from 0-10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E).</p> <p>K.NS.3 Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name said describes the number objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E).</p> <p>K.NS.4 Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E).</p> <p>K.NS.6 Compare the values of two numbers from 1 to 20 presented as written numerals.</p> <p>K.NS.7 Define and model a “ten” as a group of ten ones. Model equivalent forms of</p>		
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	<p>whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E).</p> <p>K.G.1 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>K.DA.1 With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E).</p> <p>K.CA.1 Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)</p> <p>K.CA.2. Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)</p> <p>K.CA.3 Find the number that makes 10 when added to the</p>		
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	<p>given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation. (E)</p> <p>K.CA.4 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.</p>		
<p>April:</p> <ul style="list-style-type: none"> ● Topic 11: Count Numbers to 100 ● Topic 12: Identify and Describe Shapes 	<p>K. M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)</p> <p>K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time.</p> <p>K.NS.1 Count to at least 100 by ones and tens. Count by one from any given number. (E)</p> <p>K.NS.2 Write whole numbers</p>	<p>Teaching Methods:</p> <ul style="list-style-type: none"> ● Calendar time ● Oral Practice ● Envision Curriculum ● Manipulatives ● Guided Math Curriculum ● TPT Supplemental Pages ● Splash Math ● IXI ● Happy Numbers 	<p>Assessments:</p> <ul style="list-style-type: none"> ● TPT Supplemental Pages ● Teacher Observations ● White Boards ● Thumbs Up and Down ● Envision Assessments ● Guided Math Assessments

	<p>from 0-20 and identify number words from 0-10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E).</p> <p>K.NS.3 Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name said describes the number objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E).</p> <p>K.NS.4 Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E).</p> <p>K.NS.6 Compare the values of two numbers from 1 to 20 presented as written numerals.</p> <p>K.NS.7 Define and model a “ten” as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones</p>		
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	<p>using objects and drawings. (E).</p> <p>K.G.1 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>K.DA.1 With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E).</p> <p>K.CA.1 Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)</p> <p>K.CA.2. Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)</p> <p>K.CA.3 Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using</p>		
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	<p>objects or drawings), and record the answer with a drawing or an equation. (E) K.CA.4 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.</p>		
<p>May:</p> <ul style="list-style-type: none"> • Topic 13: Analyze, Compare, and Create Shapes • Topic 14: Describe and Compare Measurable Attributes • Review Skills from Previous Topics 	<p>K. M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E) K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time. K.NS.1 Count to at least 100 by ones and tens. Count by one from any given number. (E) K.NS.2 Write whole numbers from 0-20 and identify number words from 0-10. Represent a</p>	<p>Teaching Methods:</p> <ul style="list-style-type: none"> • Calendar time • Oral Practice • Envision Curriculum • Manipulatives • Guided Math Curriculum • TPT Supplemental Pages • Splash Math • IXI • Happy Numbers 	<p>Assessments:</p> <ul style="list-style-type: none"> • TPT Supplemental Pages • Teacher Observations • White Boards • Thumbs Up and Down • Envision Assessments • Guided Math Assessments <p>**NWEA Assessment</p>

	<p>number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (E).</p> <p>K.NS.3 Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name said describes the number objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20. (E).</p> <p>K.NS.4 Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E).</p> <p>K.NS.6 Compare the values of two numbers from 1 to 20 presented as written numerals.</p> <p>K.NS.7 Define and model a “ten” as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E).</p>		
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	<p>K.G.1 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>K.DA.1 With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons. (E).</p> <p>K.CA.1 Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)</p> <p>K.CA.2. Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)</p> <p>K.CA.3 Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a</p>		
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	drawing or an equation. (E) K.CA.4 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.		
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