# Curriculum Map: Ready Math 

Course: MATH Sub-topic: General
Grade(s): Kindergarten

Course This math curriculum covers counting, writing, comparing numbers 0-10, geometry, naming, Description: comparing, and building shapes, addition and subtraction within 10 , counting by 1 s and 10 s , teen numbers, sorting, and comparing length, height, and weight.

## Course

Textbooks,
Workbooks,
Workbook, manipulatives
Materials
Citations:

## Pacing

Calendar:
Five days a week

Course Notes: Follow the manual

Unit: Unit 1: Numbers 0-5: Counting, Writing, and Comparing
Timeline: Week 36

| Unit Description: | This unit introduces children to counting, writing, and comparing numbers 0\–5. Children draw to show what they know about numbers within 5 . They then reflect on what they learned at the end of the unit. |
| :---: | :---: |
| Unit Essential Questions: | What are some things you might need to count? \• How can you show how many objects are in a group? |
| Unit Big Ideas: | The major themes of the unit are: \• Counting is an important mathematical skill. Knowing how to count a group of objects lets you know how many are in the group. \• You say one number for each object in a group when you count. \• You can use what you know about counting to build sets from smaller sets. |

## Topic: Lesson 0: Activities for the First Five Days

Minutes for Topic: 60

| Core Lesson |  |
| :--- | :--- |
| Description: | In Grade K Unit 1 children count, write, and compare the numbers 0-5. They will learn the rote <br> counting sequence and will count and produce sets to 5. They will learn that one number is <br> said for each object in a group and that each successive number represents one more. |
| Cinildren will compare the size of two groups by matching each object in one group to an |  |
| object in another group, and will describe groups as having more than, fewer than, or the |  |
| same as the other group. |  |

Topic: Lesson 1: Understand Counting
Core Lesson
Description:

Student
Learning
Objectives:

Core Lesson - Understand that counting tells how many, and that the last number said tells how many in
A. Know number names and the count sequence. B. Count to tell the number of objects. the whole group. • Practice one-to-one correspondence in counting. • Understand the importance of keeping track of number count and objects counted. • Develop strategies for keeping track of objects counted. - Understand that the order in which objects are counted
does not change the total number of objects.

| Core Lesson Big Ideas: | In this lesson children learn to associate a counting word with one and only one object; that is, that each item gets one and only one count. At the same time, children build an understanding that the last number said includes all the objects previously counted and indicates the amount of the group. For example, three is not the name of the third object, but rather a word to describe the number of objects in the entire group. |
| :---: | :---: |
| Core Lesson Materials: | Lesson (Required) Per child: 6 two-color counters, 5 counters, 1 sticky note, copy of Start slide (Session 3), copy of Close slide (Session 2, Session 4) Activities For display: 9 counters, 3 plastic cups, groups of classroom objects (1-4 similar objects in each group) Activity Sheet: Number Cards 0 to 10: Large Math Toolkit counters Digital Math Tool Counters and Connecting Cubes |
| Core Lesson Key Terminology \& Definitions: | count to find out how many things are in a group. • number a name for how many or how much. • one the first counting number. $\bullet$ two the counting number after 1 . $\bullet$ three the counting number after 2 . four the counting number after 3 . - five the counting number after 4. |

## Topic: Lesson 2: Count and Write to 5

Minutes for Topic: 60

## Core Lesson

Description:
Core Lesson
Student
Learning
Objectives:
Core Lesson
Big Ideas:
A. Know number names and the count sequence. B. Count to tell the number of objects.

- Identify groups of $1,2,3,4$, or 5 . $\cdot$ Count out $1,2,3,4$, or 5 . $\cdot$ Develop instant recognition of groups of 1,2 , and 3 . Recognize, read, and write the numbers 1, 2, 3, 4, and 5.

In this lesson children develop counting skills with the numbers $1,2,3,4$, and 5 . Previous experiences will have made these numbers familiar to most children, but they will be new to some children. Children learn to recognize and write $1,2,3,4$, and 5 . Children count groups of $1,2,3,4$, and 5 objects to practice the skill of one-to-one counting. They count out 1, 2, 3, 4, or 5 objects. They learn to recognize groups of 1 to 5 objects in different arrangements. Understanding the quantity 5 is a particularly important skill, as it is applied later in recognizing 10 (2 groups of 5). Materials:

Core Lesson Key
Terminology \&
Definitions:

Core Lesson Lesson (Required) Per child: 8 counters, 4 crayons (1 orange, 1 red, 1 blue, 1 yellow), copy of Close slide (Sessions 1-3, Session 5) Per pair: 25 connecting cubes (10 each of two different colors, including 5 red, 5 yellow, 5 blue); For display: 15 connecting cubes, 5 paper plates Activity Sheets: Number Cards 0 to 10: Small, Number Cards 0 to 10: Large**, Dot Cards 2: Large** Activities Per child: 10 counters ( 5 each of two different kinds), 2 paper plates Per pair: 5 counters, 1 plastic cup; For display: 5 counters Activity Sheets: Number Cards 0 to 10: Large**, Dot Cards 2: Large Math Toolkit counters, connecting cubes, crayons, number cards (1-3) Digital Math Tool Counters and Connecting Cubes

- count to find out how many things are in a group. • number a name for how many or how much. $\bullet$ one the first counting number. $\bullet$ two the counting number after 1 . $\bullet$ three the counting number after $2 . \bullet$ four the counting number after 3 . $\bullet$ five the counting number after 4.

Topic: Lesson 3: Numbers 0-5
Minutes for Topic: 60

Core Lesson
Description:

## Core Lesson <br> Student <br> Learning <br> Objectives: <br> Core Lesson <br> Materials:

A. Know number names and the count sequence. B. Count to tell the number of objects.

Identify groups of $0,1,2,3,4$, or 5 . Recognize, read, and write the numerals $0,1,2,3,4$, and 5 . $\bullet$ Understand the importance of keeping track of number count and objects counted. Understand 0 as representing no objects. - Recognize that a group of objects will show 1 more object for each successive number.

Lesson (Required) Per child: 6 counters, 5 connecting cubes, 1 paper clip, 1 pencil, copy of Start slide (Session 2), copy of Close slide (Sessions 2-5) Per pair: 10 connecting cubes For display: hoop or circle of rope Activity Sheet: Number Cards 0 to 10: Large Activities Per child: 5 small objects Per pair: 15 connecting cubes, 15 counters, 6 cups, 6 sticky notes, paper For display: 4 objects to count Activity Sheets: Number Cards 0 to 10: Small; Number Cards 0 to 10: Large; Write 0, 1, 2, 3 Math Toolkit counters, connecting cubes Digital Math Tool Counters and Connecting Cubes

Core Lesson more, more than the greater number, quantity, or amount. - zero a number for a group with
Key no objects. None, not any. Review the following key terms. • count to find out how many
Terminology \& things are in a group. • number a name for how many or how much. • one the first counting Definitions: number. • two the counting number after 1 . three the counting number after 2 . four the counting number after 3 . $\bullet$ five the counting number after 4.

## Topic: Lesson 4: Compare within 5

Minutes for Topic: 60
Core Lesson
Description: $\quad$ A. Know number names and the count sequence. C. Compare numbers

| Core Lesson | Identify whether the number of objects (to 5) in one group is more than, fewer than, or the |
| :--- | :--- |
| Student | Idene as (greater than, less than, or equal to) the number in another group. - Compare two <br> same |
| Learning |  |
| Objectives: | numbers, presented as written numbers between 0 and 5 , without objects. |

Core Lesson compare numbers to decide if one number is greater than, less than, or equal to another Key Definitions: , greater than the greater number, quantity, or amount.

## Topic: Lesson 5: Make 3, 4, and 5

Minutes for Topic: 60
Core Lesson A. Understand addition as putting together and adding to, and understand subtraction as
Description: taking apart and taking from.

## Core Lesson

Student
Learning
Content Objectives • Find number pairs for 3, 4, and 5, using objects and drawings. •
Objectives:
Core Lesson Lesson (Required) Per child: 7 counters, 5 two-color counters, 18 connecting cubes ( 9 each of Materials: two different colors), 1 cup, 4 crayons (including 1 blue, 1 yellow, 1 red), copy of the Close slide (Session 5) Per pair: 10 connecting cubes ( 5 each of two different colors) For display: 5 sheets of red paper, 5 sheets of yellow paper Activities Per child: 6 connecting cubes ( 3 each of two different colors) Per pair: 5 counters, 10 connecting cubes ( 5 each of two different colors), 1 cup, 2 crayons (same colors as the cubes), paper Activity Sheet: Write 4, 5 Math Toolkit counters, two-color counters, connecting cubes, crayons Digital Math Tool Counters and Connecting Cubes

## Core Lesson

Key
equal the same value, same size, or same amount. • five the counting number after 4. - zero a
Terminology \& number for a group with no objects. None, not any.
Definitions:

## Unit: Unit 2: Numbers 6-10: Counting and Writing, Comparing and Sorting <br> Unit <br> Description: \• What are some things you know that come in groups greater than 5?

\• What is a story you could tell about a time you had some things and then got one more?

## Unit Essential

 Questions:\• What are some things you know that come in groups greater than 5 ?
\• What is a story you could tell about a time you had some things and then got one more?

## Unit Big Ideas:

\• Knowing the counting sequence will help you\ know how much is one more than a given\ number.
\• You can compare the number of objects in groups by counting them to see whether one\ number is greater than, less than, or equal to another.
\• You can combine two numbers to make another number.

## Topic: LESSON 6: Count and Write to 10

Minutes for Topic: 60
Core Lesson
Description:
A. Know number names and the count sequence.
B. Count to tell the number of objects.

## Core Lesson

Student
Learning
Objectives:
Content Objectives • Count groups of up to 10 objects. • Distinguish groups of 10 from
smaller groups. • Develop familiarity with different arrangements of numbers to $10 . \bullet$
Recognize and write numerals to 10 .
Language Objectives • Determine which group of objects shows a certain number and color
that group. • Say the number that names a group of up to 10 objects and write the numeral.
Count to 10 aloud. $\bullet$ Listen to ideas of others for keeping track of counting and compare
strategies.

Core Lesson In later lessons children will find number pairs for 10 and compare numbers to 10 . They will Big Ideas: use their understanding of 10 to describe teen numbers as a group of 10 and some more ones and to count to 100 by tens.

Core Lesson Per child: 15 counters, copy of Start slide (Session 1), copy of Close slide (Sessions 1-3, Materials: Session 5) Per pair: 10 connecting cubes, 20 counters For display: 9 paper plates, masking tape Activity Sheets: Dot Cards 2: Small, Dot Cards 2: Large

| Core Lesson | $\bullet$ six the counting number after $5 . \bullet$ seven the counting number after $6 . \bullet$ eight the counting |
| :--- | :--- |
| Key | number after $7 . \bullet$ nine the counting number after $8 . \bullet$ ten the counting number after 9. Review |
| Terminology \& | ne <br> Definitions: |

## Topic: LESSON 7: Understand 1 More

Minutes for Topic: 60

## Core Lesson

Description: A. Know number names and the count sequence.
B. Count to tell the number of objects.

## Core Lesson

Student
Learning
Objectives:
Content Objectives • Count groups of up to 10 objects. • Find the number that is 1 more than a given number. • Recognize and write numbers 1 to 10 .

Language Objectives • Draw another object for a given group of objects to show 1 more. • Count to 10 aloud. • Listen to the ideas of others discussing an error and decide how to correct the error. - Use the term 1 more to describe the relationship between two sequential numbers.

Core Lesson In this lesson children focus on the concept of 1 more within the number range $0-10$. They see Big Ideas: that placing 1 more object in a group increases the total number by 1 . They connect this to the counting numbers, identifying the next number in the sequence as being 1 more. They also use the term 1 more to describe relationships between sequential numbers.

Core Lesson Per child: 10 counters, copy of Start slide (Session 1), copy of Close slide (Session 2, Session
Materials: 4) For display: paper Activity Sheet: Number Paths

Core Lesson There is no new vocabulary. Review the following key terms. • count to find out how many
Key things are in a group. • more, more than the greater number, quantity, or amount. • zero a
Terminology \& number for a group with no objects. None, not any. • one the first counting number. • two the Definitions: counting number after $1 . \bullet$ three the counting number after $2 . \bullet$ four the counting number after 3. • five the counting number after 4. • six the counting number after 5 . • seven the counting number after 6 . $\bullet$ eight the counting number after 7 . $\bullet$ nine the counting number after 8 . $\bullet$ ten the counting number after 9.

Topic: LESSON 8: Compare Within 10
Core Lesson
Description:
A. Know number names and the count sequence. C. Compare numbers.

## Core Lesson

Student
Learning
than, less than, or equal to the number in another group. - Read and compare two written numbers from 1 to 10 without objects.

Language Objectives • Draw lines to determine if one group has more, fewer, or the same number of objects as another group. - Circle the number that represents more (or less) than another number (up to 10 ). - Use 10 -frames and counters to compare numbers to 10 . Use the key mathematical terms more, greater, fewer, less, the same, and equal to to make oral comparison statements.

Core Lesson Big Ideas:

Core Lesson
Materials:

Core Lesson
Key
Terminology \&
Definitions:

In this lesson children compare quantities up to 10 represented concretely, pictorially, and numerically. Comparing quantities and numbers reinforces the idea that greater numbers represent increasingly larger sets. Initially, children compare the sizes of two sets by matching each object in one set with one object from the other set. Then, when the sets are not in the same place, children can count how many are in each set and then compare the numbers.

Per child: 20 counters, copy of Start slide (Session 2), copy of Close slide (Sessions 1-2, Session 5) Per pair: 20 counters, 2 number cubes labeled 5-10, 7 crayons For display: 13 crayons Activity Sheet: 10-Frames**

There is no new vocabulary. Review the following key terms. • compare numbers to decide if one number is greater than, less than, or equal to another number. - equal the same value, same size, or same amount. - less, less than, fewer, fewer than the group or number with fewer, not as much, not as many. - more, more than, greater, greater than the greater number, quantity, or amount.

## Topic: LESSON 9: Sort and Count Objects

Minutes for Topic: 60

Core Lesson
Description:
Core Lesson
Student
Learning
Objectives:
B. Classify objects and count the number of objects in each category.

Content Objectives • Sort objects into given categories. • Count the number of objects in each category. - Compare the number of objects in each category.

Language Objectives • Circle objects that belong in a given category. • Identify objects that do not belong in a group. • Determine what all objects in two groups have in common (i.e., the grouping category). • Sort a group of similar objects into categories (based on color, size, etc.). - Tell which group of sorted objects has more than, fewer than, or the same number as another group. - Discuss with a partner strategie

Core Lesson In this lesson children generate categorical data by classifying objects and sorting them into Big Ideas: categories. Building upon earlier lessons on counting and comparing numbers, children then count to find the number of objects in each category, and compare the numbers using language such as the same as, equal to, more than, greater than, less than, or fewer than. After sorting, children may group like amounts together.

Core Lesson Per pair: 1 penny, 1 nickel, 1 dime For display: 60 connecting cubes ( 15 each of four different Materials:

Core Lesson • sort to group objects by how they are alike. Review the following key terms. • compare
Key
Terminology \&
Definitions:
numbers to decide if one number is greater than, less than, or equal to another number. • \& equal the same value, same size, or same amount. - less, less than, fewer, fewer than the group or number with fewer, not as much, not as many. • more, more than, greater, greater than the greater number, quantity, or amount.

## Topic: Make 10: Full Lesson

Minutes for Topic: 60
Core Lesson A. Understand addition as putting together and adding to, and understand subtraction as Description: taking apart and taking from.

Core Lesson
Student Learning Objectives:

Content Objectives • Show number pairs for 10, using objects and drawings. • Name number pairs for 10 . Use number pairs within 10 to solve word problems.

Language Objectives • Use connecting cubes and 10-frames to show two or more ways to make 10. • Identify a given number of counters and draw how many more are needed to make 10. - Write number pairs for 10.

Big Ideas: work on 10-frames as well as by writing the number pairs. They learn to see 10 as 5 and 5 more. All of this practice lays the foundation for understanding addition and subtraction.

Core Lesson Per child: 20 connecting cubes (10 each of two different colors), 10 yellow counters, 12 twoMaterials: color counters, 2 crayons ( 1 yellow, 1 red), 1 cup, 1 egg carton with 10 cups, copy of Start slide (Sessions 3-4), copy of Close slide (Session 2, Sessions 4-5); Per pair: 10 counters, 30 connecting cubes (15 each of two different colors), 1 cup, 6 small sticky notes; For display: 20 sheets of paper (10 each of two different colors) Activity Sheet: 10-Frames**

## Core Lesson

Key There is no new vocabulary. Review the following key terms. • equal the same value, same Terminology \& size, or same amount. • ten the counting number after 9.
Definitions:

## Topic: LESSON 11: Make 6, 7, 8, and 9

Minutes for Topic: 60
Core Lesson A. Understand addition as putting together and adding to, and understand subtraction as
Description: taking apart and taking from.

## Core Lesson

Student
Learning
Objectives:
Content Objectives • Show number pairs for 6, 7, 8, and 9, using objects and drawings. • Name number pairs for $6,7,8$, and 9 .

Language Objectives • Show two or more ways to make 6, 7, 8, or 9. • Identify a given number of counters and draw how many more are needed to make $6,7,8$, or 9 . Write number pairs for $6,7,8$, and 9 .

Core Lesson In this lesson children build on their knowledge of lesser numbers, using manipulatives to Big Ideas: model different ways to make $6,7,8$, and 9 . They record their work on 10 -frames. They see 6 7,8 , and 9 as 5 and some more ones.

Core Lesson Per child: 12 connecting cubes ( 6 blue, 6 yellow), 14 counters ( 7 red, 7 yellow), 9 two-color Materials:

Core Lesson
Key There is no new vocabulary. Review the following key terms. • zero, one, two, three, four, five, Terminology \& six, seven, eight, nine Definitions:

Unit: Unit 3: Geometry: Naming, Comparing, and Building Shapes
Unit This lesson introduces students to naming, comparing, and building shapes. Children draw to Description: show what they know about shapes. They then reflect on what they learned at the end of the unit.

## Unit Essential

Questions:
What are some shapes you see around you in the classroom?
What new shapes can you make if you put two shapes together?

## Unit Big Ideas:

The major themes of the unit are:
You can identify shapes as flat or solid and learn their names. Flat shapes make up the faces of solid shapes.

You can use words to describe the position of a shape.\ 

## Unit Key

Terminology \& decide
Definitions:

> describe

Core Lesson
Description:

## Core Lesson

Student
Learning Objectives:

Identify and describe shapes.

Correctly name shapes regardless of their orientation or overall size.
Identify shapes as flat or solid.
Identify flat shapes (triangles, square, rectangle, circle, hexagon) and solid shapes (cube, cone cylinder, sphere by name).

Circle specified flat and solid shapes in a group of shapes. Color specified shapes in a picture.

## Core Lesson

Materials:

## Lesson

Per child: 5 counters, attribute blocks, 6 crayons ( 1 yellow, 1 red, 1 orange, 1 green, 1 blue, 1 purple), copy of start slide (Session 2), copy of close slide (Session 2, Session 5)

Per pair: attribute blocks, geometric solids (or everyday examples of a cube, cone, cylinder and sphere)

Per group: a set of flat and solid shapes, collection of 5 classroom objects
For display: attribute blocks, geometric solids (or everyday examples of a cube, cone, cylinder and sphere), examples of flat and solid shapes in the classroom, 1 bag.

Activity Sheets: Flat shape cards solid shapes cards, triangles

## Activities

Per child: 5 rayons (1 blue, 1 green, 1 yellow, 1 red, 1 purple)
Per pair: 7 counters, 1 cup, toothpicks, pipe cleaners, modeling clay, paper
For display: 1 cube, 1 triangle, 1 cone, solid shapes of different sizes, list or picture of each shape used in the lesson

Activity sheet: Flat shapes
Math toolkit: counters, flat shapes cards, solid shapes cards, flat and solid shapes, crayons

## Core Lesson

Key
Definitions:
circle- a flat shape who no sides and no corners.
cone- a solid shape that slopes from a circular face to a point.
corner- a point where two sides of a shape meet.
cube- a solid shape with 6 square face and all edges of equal length.
cylinder- a solid shape like a can.
hexagon- a flat shape with 6 straight sides and 6 corners.
rectangle- a flat shape with 4 sides and 4 square corners. The opposite side have the same length.
side- a line that makes part of a flat shape.
sphere- a solid shape like a ball.
square- a flat shape with 4 straight sides of equal length and 4 square corners.
triangle- a flat shape with 3 straight sides and 3 corners.

## Topic: Lesson 13: See Position and Shape

Minutes for Topic: 60
Core Lesson
Description:
Identify and describe shapes

Core Lesson

Student
Learning
Objectives:

Content Objectives • Use position words to describe relative positions of objects in the environment. - Describe objects in the environment using shape words.

Language Objectives • Point to an object in the classroom and tell its position relative to another object. - Describe the position of an object in relation to another object using key terms such as above, below, beside, in front of, behind, and next to. - Draw shapes and objects in given positions from verbal instructions. - Draw lines to connect objects with the same shape and tell the name of the shape.

Core Lesson
Materials:

Core Lesson
Key
Terminology \&
Definitions:

Lesson (Required) Per child: 1 counter, 1 pencil, 1 glue stick, paper, 6 classroom objects (such as pencil, crayon, eraser, marker, scissors, glue stick), copy of Start slide (Session 5), copy of Close slide (Session 5) Per pair: geometric solids (or everyday examples of a cube, cone, cylinder, and sphere) For display: number cube, cylinder, circle, rectangle, attribute blocks, geometric solids (or everyday examples of a cube, cone, cylinder, and sphere), party hat, tennis ball, cardboard tube Activity Sheet: Object Cards Activities Per child: attribute blocks, geometric solids (or everyday examples of a cube, cone, cylinder, and sphere), 4 crayons ( 1 red, 1 blue, 1 yellow, 1 purple), paper Per pair: 10 counters For display: number cube, paper plate, book, soup can, ball Activity Sheet: Number Cards 0 to 10: Small Math Toolkit counters, attribute blocks, geometric solids, object cards

- above, behind, below, beside, next to, in front of words to describe the position of an object relative to another object. Review the following key terms. - circle a flat shape with no sides and no corners. - cone a solid shape that slopes from a circular face to a point. • cube a solid shape with 6 square faces and all edges of equal length. • cylinder a solid shape like a can. • rectangle a flat shape with 4 sides and 4 square corners. The opposite sides have the same length. • sphere a solid shape like a ball. • square a flat shape with 4 straight sides of equal length and 4 square corners. • triangle a flat shape with 3 straight sides and 3 corners


## Topic: Lesson 14: Compare Shapes

Minutes for Topic: 60

Core Lesson
Description:

## Core Lesson

Student
Learning
Objectives:

Analyze, compare, create, and compose shapes.

Content Objectives • Make comparisons among flat and solid shapes. • Identify flat shapes found in the faces of solids.

Language Objectives • Describe two shapes that are most alike in a group of shapes. - Tell what is alike and what is different about shapes in a group. - Circle flat shapes with a given attribute. • Circle solid shapes with a given face shape.

Core Lesson Materials:

## Core Lesson <br> Key

Terminology \& Definitions:

Lesson (Required) Per child: attribute blocks, geometric solids (or everyday examples of a cube, cone, cylinder, and sphere), copy of Close slide (Session 5) Per pair: attribute blocks, geometric solids (or everyday examples of a cube, cone, cylinder, and sphere), 12 straws, clay Per group: geometric solids (or everyday examples of a cube, cone, cylinder, and sphere), hardcover book or plastic tray; For display: attribute blocks, geometric solids (or everyday examples of a cube, cone, cylinder, and sphere), 1 large cube Activity Sheets: Solid Shape Cards*; Flat Shape Cards; Rectangles, Squares, and Triangles Activities Per child: tape, pencil; Per pair: attribute blocks, geometric solids (or everyday examples of a cube, cone, cylinder, and sphere), pencil, scissors, paper Activity Sheets: Flat Shapes, Net for a Cube, Number Cards 0 to 10: Small Math Toolkit attribute block

- face a flat surface of a solid shape. Review the following key terms. • circle a flat shape with no sides and no corners. - cone a solid shape that slopes from a circular face to a point. corner a point where two sides of a shape meet. - cube a solid shape with 6 square faces and all edges of equal length. • cylinder a solid shape like a can. • hexagon a flat shape with 6 straight sides and 6 corners. • rectangle a flat shape with 4 sides and 4 square corners. The opposite sides have the same length. • side a line that makes part of a flat shape. • sphere a solid shape like a ball. • square a flat shape with 4 straight sides of equal length and 4 square corners. • triangle a flat shape with 3 straight sides and 3 corners.

Topic: Lesson 15: Build Shapes
Minutes for Topic: 60
Core Lesson Description:

Analyze, compare, create, and compose shapes.

## Core Lesson

[^0]Language Objectives • Draw to complete a partial shape. - Use two triangles to make a square. • Draw shapes to make a picture.

Core Lesson Lesson (Required) Per child: pattern blocks, toothpicks, clay, scissors, paper, glue stick, copy of Materials: Start slide (Session 1); Per pair: blocks or geometric solids; For display: 6 large paper squares, 2 large paper right triangles Activity Sheets: Triangles and Squares*, Pattern Blocks 1, Rectangles* Activities Per child: pattern blocks, paper; For display: tangram puzzles (optional) Activity Sheets: Triangles and Squares, Pattern Blocks 1, Tangram Shapes, Number Cards 0 to 10: Small Math Toolkit geometric solids, triangles and squares, toothpicks, clay, blocks *Used for more than one activity. NOTE: A copy of Activity Sheet Pattern Blocks 1 is needed for the Session 3 Additional Practice pages.

Core Lesson There is no new vocabulary. Review the following key terms. • circle a flat shape with no sides Key and no corners. - cone a solid shape that slopes from a circular face to a point. • corner a
Terminology \& point where two sides of a shape meet. • cube a solid shape with 6 square faces and all edges Definitions: of equal length. • cylinder a solid shape like a can. • face a flat surface of a solid shape. • hexagon a flat shape with 6 straight sides and 6 corners. - rectangle a flat shape with 4 sides and 4 square corners. The opposite sides have the same length. • side a line that makes part of a flat shape. • sphere a solid shape like a ball. • square a flat shape with 4 straight sides of equal length and 4 square corners. • triangle a flat shape with 3 straight sides and 3 corners.

Unit: Unit 4: Numbers within 10: Addition and Subtraction
Unit This unit introduces children to adding and subtracting within 10. Children draw to show what
Description: they know about adding and subtracting. They then reflect on what they learned at the end of the unit.

## Unit Essential

Questions:
\• What are some things you might want to put together? What is a story you could tell about\ that?
\• What are some things you might want to take away from a group? What is a story you could tell about that?

Unit Big Ideas: The big ideas of the unit are: \• When you join or put together groups, you are\ adding. \• When you separate or take away groups, you are subtracting.

## Topic: Lesson 16 Understand Addition

Minutes for Topic: 60
Core Lesson
Description:
Understand addition as putting together and adding to.

## Core Lesson

Student
Learning
Objectives:
Content Objectives

- Act out an addition story problem.
- Use pictures to show addition.
- Understand that the term add represents put-together or add-to situations.
- Use the plus sign (1) to represent adding two parts.
- Use the equal sign (5) to show equality between two sides of an equation.

Language Objectives

- Use fingers to represent two numbers (to 5) being added.
- Draw a picture showing two groups of objects that will add to a given total.
- Tell an addition story about a picture.
- Use the term plus properly when communicating with a partner.

Core Lesson
Materials:

Per Pair: 10 connecting cubes (5 each of two different colors)
Activities Per child: 10 connecting cubes (5 each of two different colors), 5 small classroom objects such as crayons

Math Toolkit connecting cubes Digital Math Tool Counters and Connecting Cubes

## Core Lesson

Key Lesson Vocabulary
Terminology \&
Definitions: - add to put together groups to find the total.

- equal sign (5) the symbol that means is the same as.
- equation a mathematical sentence that uses an equal sign (5) to show that two things are equal.
- plus sign (1) the symbol that means add.
- total the number you get when you add two or more numbers. Review the following key term.
- equal the same value, same size, or same amount.


## Topic: Lesson 17: Add Within 5

Minutes for Topic: 60
Core Lesson Understand addition as putting together and adding to, and understand subtraction as taking Description: apart and taking from.

## Core Lesson

## Student

Learning Objectives:

## Content Objectives

- Solve addition word problems within 5, using pictures or objects.
- Recognize both put-together and add-to situations as addition problems.
- Find pairs of addends to make a given total.

Language Objectives

- Tell put-together and add-to addition problems to match a given picture.
- Count pictures to find the total for an addition equation.
- Model addition problems with counters.
- Write the total for an addition equation.
- Listen to the ideas of others and ask questions to clarify.

Core Lesson
Materials:
Lesson (Required) Per child: 10 counters ( 5 each of two different colors), 5 two-color counters, 2 crayons ( 1 red, 1 yellow), copy of Close slide (Session 5)

For display: 5 chairs Activities Per child: 10 counters (5 each of two different colors), piece of string

Per pair: 3 index cards with addition equations, crayons For display: various classroom objects, such as an eraser, a pencil, a crayon

Activity Sheets: 5-Frames, Dot Cards 1: Small**
Math Toolkit counters, two-color counters, crayons
Digital Math Tool Counters and Connecting Cubes

## Core Lesson

Key
Terminology \& ${ }^{\text {There is no new vocabulary. }}$
Definitions:

Review the following key terms.

- add to put together groups to find the total.
- equal sign (5) the symbol that means is the same as.
- equation a mathematical sentence that uses an equal sign (5) to show that two things are equal.
- plus sign (1) the symbol that means add.
- total altogether. The result of adding two or more groups or quantities.


## Topic: Lesson 18 Understand Subtraction

Minutes for Topic: 60
Core Lesson Understand addition as putting together and adding to, and understand subtraction as taking Description: apart and taking from.

## Core Lesson

Essential
Questions:

## Content Objectives

- Act out subtraction story problems.
- Use pictures to show subtraction.
- Understand that the terms subtract and minus represent take-away situations.
- Use the minus sign (2) to represent taking away one part.
- Use the equal sign (5) to show equality between two sides of an equation.

Language Objectives

- Use fingers to represent a number being subtracted (within 5 ).
- Draw a picture showing a given subtraction equation.
- Tell a subtraction story about a picture.
- Use the term minus properly when communicating with a partner.


## Core Lesson

Materials:
Lesson (Required) Per child: 5 counters, 8 connecting cubes (4 each of two different colors), copy of Close Slide (Sessions 3-4)

Activities Per child: 5 connecting cubes, 5 small classroom objects such as markers
Math Toolkit counters, connecting cubes
Digital Math Tool Counters and Connecting Cubes

Core Lesson
Key • minus sign (2) the symbol that means subtract.
Terminology \&
Definitions:

- subtract to take apart or take from. Review the following key terms.
- equal the same value, same size, or same amount.
- equal sign (5) the symbol that means is the same as.
- equation a mathematical sentence that uses an equal sign (5) to show that two things are equal.


## Topic: Lesson 19 Subtract Within 5

Minutes for Topic: 60
Core Lesson Understand addition as putting together and adding to, and understand subtraction as taking Description: apart and taking from.

Core Lesson

Student
Learning
Objectives:

Content Objectives

- Solve take-away subtraction word problems within 5 using pictures or objects.
- Recognize take-away situations as subtraction problems.

Language Objectives

- Describe subtraction problems.
- Model take-away subtraction word problems using fingers and counters.
- Count objects and write the number counted.
- Explain what it means to subtract or "take away.


## Core Lesson

Materials: There is no new vocabulary.
Review the following key terms.

- equal sign (5) the symbol that means is the same as.
- equation a mathematical sentence that uses an equal sign (5) to show that two things are equal.
- minus sign (2) the symbol that means subtract.
- subtract to take apart or take from.


## Core Lesson

Key
Terminology \&
Definitions:
There is no new vocabulary.
Review the following key terms.

- equal sign (5) the symbol that means is the same as.
- equation a mathematical sentence that uses an equal sign (5) to show that two things are equal.
- minus sign (2) the symbol that means subtract.
- subtract to take apart or take from.


## Topic: Lesson 20 Practice Facts to 5

Minutes for Topic: 60
Core Lesson Understand addition as putting together and adding to, and understand subtraction as taking Description: apart and taking from.

Core Lesson

Student
Learning
Objectives:

## Content Objectives

- Develop fluency with addition facts to 5 .
- Develop fluency with subtraction facts to 5 .

Language Objectives

- Describe how an addition fact can be used to find a subtraction fact.
- Write sums and differences for addition and subtraction equations.
- Color number facts matching given sums or differences.
- Listen to the ideas of others and compare their strategies.


## Core Lesson

Materials:

Activities Per child: 10 two-color counters; Per pair: 1 number cube
Activity Sheets: Number Cards 0 to 10: Large, Number Cards 0 to 10: Small**, Addition Cards, Subtraction Cards, Number Bond Mat

Math Toolkit connecting cubes, two-color counters, crayons, addition cards, subtraction cards
Digital Math Tool Counters and Connecting C

| Core Lesson <br> Key <br>  <br> Definitions: | • addend a number being added. |
| :--- | :--- |
|  | Review the following key terms. |
|  | • equal sign (5) the symbol that means is the same as. |
|  | • minus sign (2) the symbol that means subtract. |
|  | • plus sign (1) the symbol that means add. |

## Topic: Lesson 25: Word Problems with Both Addends Unknown

Minutes for Topic: 60

| Core Lesson Description: | A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| :---: | :---: |
| Core Lesson Student Learning Objectives: | Content Objectives • Decompose numbers within 10 to solve problems involving two unknown addends. • Write equations to represent and solve problems involving two unknown numbers |
| Core Lesson Materials: | Lesson (Required) Per child: 15 connecting cubes (including 7 yellow and 7 blue), 16 two-color counters, 4 crayons ( 1 red, 1 blue, 1 green, 1 yellow), 1 cup, copy of Start slide (Session 2, Session 5), copy of Close slide (Sessions 1-5); Per pair: 20 connecting cubes (10 each of two different colors), 9 two-color counters Activities Per child: 10 counters, 10 two-color counters; Per pair: 10 crayons, 10 pencils Activity Sheets: Number Cards 0 to 10: Small, Part-Whole Mat Math Toolkit connecting cubes, two-color counters, crayons Digital Math Tool Counters and Connecting Cubes |

Core Lesson
Key add to put together groups to find the total. • addend a number being added. • equation a Terminology \& mathematical sentence that uses an equal sign (5) to show that two things are equal. Definitions:

Topic: Lesson 24 Addition and Subtraction Word Problems to $\mathbf{1 0}$
Core Lesson Understand addition as putting together and adding to, and understand subtraction as taking Description: apart and taking from.

| Core Lesson | Content Objectives • Solve addition and subtraction word problems within 10 using pictures |
| :--- | :--- |
| Student | or objects. $\bullet$ Recognize both put-together and add-to situations as addition problems. <br> Learning <br> Objectives: <br> Recognize take-away situations as subtraction problems. $\bullet$ Add and subtract within 10. |
|  | Language Objectives • Tell addition and subtraction problems to match a given picture. |
|  | Count pictures to find the total or the difference for an equation. $\bullet$ Model take-away <br> subtraction word problems using fingers and counters. $\bullet$ Model addition and subtraction <br> problems with counters. $\bullet$ Write the total for an addition equation and the difference for a <br> subtraction equation. $\bullet$ Cross out the number of objects being taken away in a subtraction <br> equation. |


| Core Lesson | Lesson (Required) Per child: 10 counters, 10 connecting cubes, 10 two-color counters, copy of |
| :--- | :--- |
| Materials: | Start slide (Session 1), copy of Close slide (Sessions 1-5) Per pair: 10 counters, copy of Start |
|  | slide (Session 2) Activities Per child: 10 two-color counters Per pair: 1 number cube labeled |
|  | $5-10,20$ connecting cubes (10 each of two different colors) Activity Sheets: Number Cards 0 |
|  | to $10:$ Small, Number Cards 0 to 10: Large |

Core Lesson
Key There is no new vocabulary.
Terminology \&

## Definitions:

Review the following key terms.

- add to put together groups to find the total.
- equal sign (5) the symbol that means is the same as.
- equation a mathematical sentence that uses an equal sign (5) to show that two things are equal.
- minus sign (2) the symbol that means subtract.
- plus sign (1) the symbol that means add.
- subtract to take apart or take from.


## Topic: Lesson 23: Subtract within 10

Minutes for Topic: 60

| Core Lesson Description: | A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from |
| :---: | :---: |
| Core Lesson Student Learning Objectives: | Content Objectives • Solve take-away subtraction problems within 10 using pictures or objects. - Recognize take-away situations as subtraction problems. - Relate a subtraction equation to a subtraction problem. • Subtract within 10. Language Objectives • Model take-away subtraction word problems using fingers and counters. - Cross out the number of objects being taken away in a subtraction equation. - Describe subtraction situations. - Write the difference for a subtraction sentence. - Compare two approaches that show subtraction and tell how they are the same and how they are different. |
| Core Lesson Materials: | Lesson (Required) Per child: 10 counters, 10 connecting cubes, 1 index card, copy of Start slide (Session 5), copy of Close slide (Sessions 1-5) Per pair: 10 counters Activities Per child: 10 two-color counters Per pair: 2 number cubes Activity Sheet: Number Bond Mat Math Toolkit counters, connecting cubes, index cards Digital Math Tool Counters and Connecting Cubes |

## Core Lesson

Key equal sign (5) the symbol that means is the same as. • minus sign (2) the symbol that means Terminology \& subtract. - subtract to take apart or take from. Definitions:

| Topic: Lesson 22 - Find the Missing Part of 10 |  |
| :---: | :---: |
| Core Lesson Description: | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| Core Lesson |  |
| Student <br> Learning <br> Objectives: | Content Objectives • Show number pairs to 10, using objects and drawings. • Name number pairs for 10 . Complete equations totaling 10 . |
|  |  |
|  | Identify a given number of counters or pictures and draw how many make up the missing part of 10 . Match number pairs to 10 |

Core Lesson Lesson (Required) Per child: 20 connecting cubes (10 each of two different colors), 10 twoMaterials: color counters, 1 number cube, 2 crayons ( 1 of each color to match the cubes), copy of Start slide (Session 3, Session 5), copy of Close slide (Sessions 2-5) Per pair: 20 connecting cubes (including 5 each of two different colors), 10 two-color counters, 10 counters Activity Sheet: Number Cards 0 to 10: Small Activities Per child: 10 counters, 15 connecting cubes ( 5 of one color and 10 of another color) Activity Sheet: Part-Whole Mat

Core Lesson
Key
Definitions: Review the following key terms.

- equal sign (5) the symbol that means is the same as.
- equation a mathematical sentence that uses an equal sign (5) to show that two things are equal.
- plus sign (1) the symbol that means add.
- ten the counting number after 9 .


## Topic: Lesson 21 Find the Missing Part of 10

Minutes for Topic: 60
Core Lesson Understand addition as putting together and adding to, and understand subtraction as taking
Description: apart and taking from.

## Core Lesson

Student Learning
Objectives:

## Content Objectives

- Show number pairs to 10 , using objects and drawings.
- Name number pairs for 10 . Complete equations totaling 10.

Language Objectives

- Use connecting cubes and 10-frames to find missing parts of 10.
- Identify a given number of counters or pictures and draw how many make up the missing part of 10.
- Match number pairs to 10.


## Core Lesson

Materials:
Lesson (Required) Per child: 20 connecting cubes (10 each of two different colors), 10 twocolor counters, 1 number cube, 2 crayons ( 1 of each color to match the cubes), copy of Start slide (Session 3, Session 5), copy of Close slide (Sessions 2-5)

Per pair: 20 connecting cubes (including 5 each of two different colors), 10 two-color counters, 10 counters

Activity Sheet: Number Cards 0 to 10:
Small Activities Per child: 10 counters, 15 connecting cubes (5 of one color and 10 of another color)

Activity Sheet: Part-Whole Mat Math Toolkit connecting cubes, number cubes, two-color counters, counters, number cards, crayons

Digital Math Tool Counters and Connecting Cubes

Core Lesson
Key There is no new vocabulary.
Terminology \&
Definitions: Review the following key terms.

- equal sign (5) the symbol that means is the same as.
- equation a mathematical sentence that uses an equal sign (5) to show that two things are equal.
- plus sign (1) the symbol that means add.
- ten the counting number after 9 .

Unit: Unit 5: Numbers 11-100: Teen Number and Counting by 1s and 10s
Unit This unit introduces children to numbers $11 \& n d a s h ; 100$ and counting by ones and tens.
Description: Children draw to show what they know about numbers 11\–100. They then reflect on what they learned at the end of the unit.

Unit Essential Have children think about things they know about numbers greater than 10. \• What are Questions: some objects in the classroom that there are more than 10 of? \• What patterns do you hear when you count to\ 100?

Unit Big Ideas: The big ideas of the unit are: \• Teen numbers are the numbers 11\–19. \• Teen numbers are made of ten ones and some more ones. \• You can use what you know about counting by tens to help you learn the counting sequence all the way to 100.

Core Lesson
Description:

## Core Lesson

Student
Learning
Objectives:

Work with numbers 11-19 to gain foundations for place value

Content Objectives • Understand teen numbers as 10 ones and some more ones. • Match a teen number to a picture showing 10 ones and some more ones.

Language Objectives • Describe teen numbers as 10 and some number of extra ones. • Identify pictures that show a given teen number. - Recognize a 10-cube train as 10 and draw how many more cubes are needed to make a given teen number.

## Core Lesson Materials:

Per child: 15 connecting cubes ( 10 of one color, 5 of another color), 2 crayons ( 1 each of two different colors), copy of Close Slide (Sessions 2-4) Per pair: 19 counters, 20 connecting cubes (10 each of two different colors) Activity Sheet: Number Cards 10 to 20: Small Activities Per child: 24 connecting cubes (14 of one color, 10 of another color), 23 counters (11 red, 12 yellow) Activity Sheets: 10-Frame Cards, 10-Frames, Number Cards 10 to 20: Large

Core Lesson
Key - count on start with one number and count to find a total.
Terminology \&
Definitions: - digit a symbol used to write numbers. The digits are $0,1,2,3,4,5,6,7,8$, and 9 .

- eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen counting numbers that represent ten and some number of ones from 1 to 9 . The numbers 11-19.
- teen numbers the counting numbers that have 1 ten and some number of ones from 1 to 9 . The numbers 11-19. Review the following key term.
- ten the counting number after 9

Topic: LESSON 27 Count Teen Numbers

Core Lesson
Description:
Core Lesson
Student
Learning
Objectives:
A. Know number names and the count sequence. B. Count to tell the number of objects
Content Objectives • Count groups of 11 to 20 objects. • Count out 11 to 20 objects. -
Recognize, read, and write numbers 11 to 20 .
Language Objectives • Count groups of 11 to 20 objects aloud and write the number. • Color
11 to 20 objects to show a given number. • Draw 11 to 20 objects to show a given number.
Discuss with a partner ideas for how to keep track of the count when counting up to 20 items.

Content Objectives • Count groups of 11 to 20 objects. • Count out 11 to 20 objects. •

Language Objectives • Count groups of 11 to 20 objects aloud and write the number. • Color Discuss with a partner ideas for how to keep track of the count when counting up to 20 items.

Core Lesson Lesson (Required) Per child: 20 counters, copy of Start Slide (Session 2, Session 5), copy of Materials: Close Slide (Sessions 1-5) Per pair: 19 connecting cubes (10 blue, 9 another color) For display: 13 books Activity Sheets: Number Cards 10 to 20: Large**, Dot Cards 1: Large, 10-Frame Cards Activities Per pair: 20 counters, 1 paper plate Activity Sheets: Dot Cards 1: Small, Number Cards 0 to 10: Small, Number Cards 10 to 20: Small, Number Cards 10 to 20: Large, 10-Frame Cards

## Core Lesson

Key
Terminology \&
Definitions:

- twenty the counting number after 19. 2 groups of ten. Review the following key terms.
- digit a symbol used to write numbers. The digits are $0,1,2,3,4,5,6,7,8$, and 9 .
- eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen counting numbers that represent ten and some number of ones from 1 to 9 . The numbers 11-19.
- teen numbers the counting numbers that have 1 ten and some number of ones from 1 to 9 . The numbers 11-19.


## Topic: LESSON 28 Make Teen Numbers

Core Lesson
Description:

Work with numbers $11-19$ to gain foundations for place value.

## Core Lesson

Student
Learning
Objectives:

Content Objectives • Identify how many more need to be added to 10 to make a given teen number. - Identify the teen number that is made using 10 and from 1 to 9 more.

Language Objectives • Identify objects in a group as 10 and some extras. • Describe a number bond for a teen number. - Identify a given number of counters and draw how many more are needed to make a given teen number.

| Core Lesson | Lesson (Required) Per child: 20 counters, copy of Start slide (Session 2, Session 5), copy of |
| :--- | :--- |
| Materials: | Close slide (Sessions 1-5); Per pair: 20 connecting cubes, 19 counters Activity Sheets: Number |
|  | Cards 0 to 10: Small, Number Cards 10 to 20: Small, Number Cards 0 to 10: Large, Number |
|  | Cards 10 to 20: Large, 10-Frame Cards, 10-Frames** Activities Per child: 20 connecting cubes, |
|  | 20 counters; Per pair: 19 counters, 1 cup; Per group: 20 counters Activity Sheets: Number |
|  | Cards 0 to 10: Small, Number Cards 10 to 20: Small, 10-Frames**, Number Bond and Equation |
|  | Recording Sheet |

Core Lesson
Key - number bond a drawing with a total and number partners. Review the following key terms. • Terminology \& digit a symbol used to write numbers. The digits are $0,1,2,3,4,5,6,7,8$, and 9 . Definitions:

- eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen counting numbers that represent ten and some number of ones from 1 to 9 . The numbers 11-19.
- teen numbers the counting numbers that have 1 ten and some number of ones from 1 to 9 . The numbers $11-19$.
- ten the counting number after 9. Learning Progression In Kindergarten children learn to decompose numbers less than or equal to 10 into pairs in different ways. They relate the number pairs to an equation. Children then explore and count with teen numbers. In this lesson they express teen numbers as "10 and some more" using pictures, number bonds, and equations. In previous lessons on composing numbers within 10, children examined the different number pairs that can be used to make a total. In this lesson children only examine the "10


## Topic: LESSON 29 Count to 100 by Tens

## Core Lesson <br> Description:

Know number names and the count sequence

## Core Lesson

Student
Learning
Objectives:
Content Objective • Count orally to 100 by tens.
Language Objectives • Count groups of 10 objects aloud by tens. • Identify the total number that represents groups of tens. - Use a hundred chart to determine a missing number in a given sequence of tens.

| Core Lesson | Lesson (Required) Per child: 20 connecting cubes (including 10 of the same color), 2 crayons |
| :--- | :--- |
| Materials: | $(1$ yellow, 1 purple), copy of Close slide (Sessions 1-3, Session 5) Per pair: copy of Start slide |
|  | (Session 5) Per group: 10 crayons (1 each of 10 different colors) For display: masking tape |
|  | Activity Sheet: Tens Cards $10-100^{*}$ Activities Activity Sheets: 10-Frames, Tens Cards 10-100* |

Core Lesson
Key
Definitions: Review the following key terms.

- count on start with one number and count to find a total.
- digit a symbol used to write numbers. The digits are $0,1,2,3,4,5,6,7,8$, and 9 .

[^1]Core Lesson Lesson (Required) Per child: copy of Close slide (Sessions 2-5) Per pair: 1 connecting cube For

Core Lesson
Key There is no new vocabulary.
Terminology \&
Definitions: Review the following key terms.

- count on start with one number and count to find a total.
- digit a symbol used to write numbers. The digits are $0,1,2,3,4,5,6,7,8$, and 9 .


## Unit: Unit 6: Measurement: Comparing Length, Height, and Weight <br> Unit <br> Description: \ 

This unit introduces children to comparing length, height, and weight. Children draw to show what they know about comparing length, height, and weight. They then reflect on what they learned at the end of the unit.\ 

Unit Essential What are some things in the classroom that are heavy? That are light? \• What are some Questions: things in the classroom that are tall? That are short?

Unit Big Ideas: The major theme of the unit is: \• You can compare objects by telling which is longer (or taller) and which is shorter, and by telling which is heavier and which is lighter

Topic: Lesson 31: Compare Length and Height
Minutes for Topic: 60
Core Lesson
Description:
A. Describe and compare measurable attributes.

Core Lesson
Student
Learning
Objectives:
Compare the length of two objects to identify which is longer and which is shorter. - Compare the height of two objects to identify which is taller and which is shorter. • Describe several measurable attributes of a single object.

Core Lesson Lesson (Required) Per child: 20 counters, 10 connecting cubes, 2 crayons ( 1 blue, 1 red), Materials: 1 pencil, copy of Start Slide (Session 3), copy of Close Slide (Sessions 1-5) Per pair: 2 pencils of different lengths Per group: 1 bottle, jar, or pencil pot For display: 2 shoes of noticeably different lengths, 2 paintbrushes of different lengths, 2 jars of different heights Activities Per child: 10 connecting cubes; a classroom object, such as a feather, straw, craft stick, ribbon, or jar; 3 objects of different lengths, such as a pencil, a crayon, and a marker Activity Sheet: 10-Frame Cards Math Toolkit connecting cubes, pencils

Core Lesson - compare height to decide if an object is taller than, shorter than, or the same height as
Key another object. - compare length to decide if an object is longer than, shorter than, or the
Terminology \& same length as another object. • height how tall something is. • length how long something is.
Definitions: • long, longer having a length that is greater than that of another object. • short, shorter having a length or height that is less than that of another object. • tall, taller having a height that is greater than that of another object.

Topic: Lesson 32: Compare Weight
Minutes for Topic: 60

Core Lesson
Description:
Core Lesson
Student
Learning
Objectives:

Core Lesson Lesson (Required) Per child: 1 classroom object, 1 pencil, 1 pair of scissors, 1 book, 1 box of Materials:
A. Describe and compare measurable attributes.

Compare the weight of two objects to identify which is heavier and which is lighter. • Describe several measurable attributes of a single object. crayons, 2 crayons (1 red, 1 blue), copy of Start slide (Session 2, Session 4), copy of Close slide (Sessions 3-5); Per pair: 1 book (vary the weight of the book for each pair), 1 crayon, 1 feather, 1 box of crayons; Per group: 1 bottle of paint, 3 covered cups (1 empty cup labeled "1," 1 cup filled with sand labeled "2," 1 cup 1 •3 filled with sand labeled " 3 "), 1 empty backpack, classroom items (such as a heavy book, pencil, box of crayons, scissors, eraser),
copy of Start slide (Session 5); For display: 1 drinking straw, 1 plastic cup, 1 can of soup, 1 gallon jug of water, 1 thick hardcover book, 1 basketball, 1 beach ball (larger than the basketball) Activities Per pair: 10 two-color counters, 1 plastic cup; For display: 1 stapler, 1 empty shoebox, 3 bags of different weights (such as a bag of cotton balls, a bag of connecting cubes, and a bag of books), 3 classroom objects of different weights (such as a book, a pencil, and a sheet of paper) Math Toolkit books, crayons, feathers, bottles of paint, backpacks, classroom items

| Core Lesson | compare weight to decide if an object is heavier than, lighter than, or the same weight as <br> Key |
| :--- | :--- |
| another object. • heavy, heavier having a weight that is greater than that of another object. |  |

## Unit:

This Curriculum Map Unit has no Topics to display


[^0]:    Student
    Learning
    Objectives:

    Content Objectives • Build three-dimensional shapes from building materials. • Draw shapes. • Compose shapes from smaller shapes.

[^1]:    Topic: LESSON $\mathbf{3 0}$ Count to $\mathbf{1 0 0}$ by Ones
    Core Lesson
    Description:
    Know number names and the count sequence.

    Core Lesson
    Student
    Learning
    Objectives:

    Language Objectives • Count aloud by ones on a hundred chart. • Use a hundred chart to determine a missing number in a given sequence of numbers. • Identify an incorrect number in a given sequence of numbers. • Justify answers and communicate the results to others.

