

Section 1							
Overview: To introduce materials that will be used throughout the year, such as pattern blocks, coins, and other manipulatives; to develop counting skills through multisensory activities and games; to build familiarity with the numbers 0-9; to introduce sorting by attributes; to introduce patterning through multisensory activities; to introduce graphing by creating age and birthday graphs; to explore measurement by comparing lengths; to introduce volume through sand and water play; to establish Ongoing Daily Routines							
Performance Expectations		Learning Target	Comments	Vocabulary	Games	Advanced Prep	RSAs
1♦1	K.4.A Make direct comparisons using measurable attributes such as length, weight, and capacity	Compare lengths using appropriate vocabulary. PE K.4.A		length, match, compare, bigger, smaller, longer, shorter, same length		Strips of cardstock: save year to year	
1♦2	K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes and spheres.	Use Pattern Blocks to identify and describe shapes. PE K.3.A	LIT: <i>Changes, Changes</i>	shape, triangle, square, rhombus, trapezoid, hexagon, pattern		Bags of selected Pattern Blocks	
1♦3	K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set. K.3.C Describe the location of one object relative to another object using words such as in, out, over, under, above, below, between, next to, behind, and in front of.	Use varied sensory stimuli to develop 1:1 correspondence when counting. PE K.1.E	<i>Simon Says</i> provides the first opportunity to emphasize positional language to support PE K.3.C . Continue to insert this vocabulary into your routines and/or play games such as <i>Simon Says</i> and <i>Hokey-Pokey</i> (TGA p93) more frequently.		<i>Simon Says</i> PE K.1.E	Coins, washers, bottle lids, small wooden cubes; coffee can	
1♦4	K.1.B Read aloud numerals from 0 to 31. K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.	Recognize zero (0) as the number for "none". PE K.1.B▼ & K.1.E	LIT: <i>Five Little Monkeys Jumping on the Bed.</i>	none, zero		Raisins, popcorn, fish crackers, cheerios, counters	
1♦5	K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.	Represent the numbers 1-9 in a variety of ways. PE K.1.E	LIT: <i>Emily's First 100 Days of School</i>	number, count	<i>Simon Says</i> PE K.1.E	Craft objects, stickers dots for gluing, glue, chart paper or poster board	
1♦6	K.3.B Sort shapes using a sorting rule and explain the sorting rule.	Find ways to sort objects in a variety of ways. PE K.3.B	LIT: <i>The Button Box; Frog and Toad Are Friends: The Lost Button</i>	sort, attribute		Buttons, coins, pasta, sorting containers, egg cartons, trays	
1♦7	K.4.A Make direct comparisons using measurable attributes such as length, weight, and capacity.	Compare capacities using appropriate vocabulary. PE K.4.A	Activity Card #1 Cup of Beans	volume, more, less, holds more than, holds less than, taller than, heavier than, lighter than, shorter than		Fill different sized containers with dried rice, beans and peas	
1♦8	K.4.A Make direct comparisons using measurable attributes such as length, weight, and capacity. 1.5.B Ask and answer comparison questions about data.	Make comparisons from data on a bar graph. PE 1.5.B▼	Although representing and analyzing bar graphs is a first grade standard, comparative language supports PE K.4.A . LIT: <i>Flower Garden</i>	graph, data, total, some, none, all, more, most		Student self-portrait or school photo, index cards	
1♦9	K.2.A Copy, extend, describe, and create simple repetitive patterns.	Use sound and motion to create and extend patterns. PE K.2.A		pattern, repeat, AB etc.,		B-I-N-G-O song	

1♦10	K.2.A Copy, extend, describe, and create simple repetitive patterns.	Use color to create and extend patterns. PE K.2.A	Activity Card #2 Patterns With Natural Objects	pattern; repeat		Colored beads, Linking Cubes	
1♦11	K.3.B Sort shapes using a sorting rule and explain the sorting rule.	Sort coins according to their attributes. PE K.3.B	Activity Card #3 Feely Box of Coins	sort, heads, tails, coins		Coins, egg cartons, sorting trays, muffin tins	
1♦12	K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1.	Develop number sense with oral counting. PE K.1.A			<i>Give the Next Number</i> PE K.1.A	My First Math Book	
1♦13	K.4.A Make direct comparisons using measureable attributes such as length, weight, and capacity.	Use body heights to compare lengths. PE K.4.A	Activity Card #4 Bean Count <i>LIT: Where's My Teddy</i>	longer, shorter, same length, taller, about the same		Classroom objects, Draw stick figures, strips of paper, Egg cartons	Compare lengths of two objects. PE K.4.A
1♦14	K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1. K.1.B Read aloud numerals from 0 to 31. K.1.E Count objects in a set of up to 20 , and count out a specific number of up to 20 objects from a larger set. K.1.H Describe a number from 1 to 9 using 5 as a benchmark number. K.1.H Describe a number from 1 to 9 using 5 as a benchmark number.	Use fingers to represent and recognize number 1-10. PE K.1.A & K.1.E	Extend lesson to allow ample time for students to use 5 as a benchmark number to support PE K.1.H . In Part A students will use one hand to represent 5. In Part B, have students shade in the top row of a horizontal Ten-Frame to represent 5. Read NOTE in margin (TGA p 73). Activity Card #5 Covering Ten Frames			Ten frames Counting objects, Egg cartons	Read numbers 0-10 & Count using one-to-one correspondence up to 10. PE K.1.B & K.1.E
Project 1	K.1.B Read aloud numerals from 0 to 31. K.5 Processes	Proj 1: Recognize numbers in a variety of contexts. PE K.1.B	<i>LIT: Arlene Alda's; 1 2 3</i>	numbers, codes, address, phone number, pattern		Chart Paper	

Section 2							
Overview: To explore 2-dimensional shapes; to reinforce spatial relations vocabulary and concepts; to introduce the concept of symmetry; to develop understanding of teen numbers; to develop counting and numeral recognition skills; to lay groundwork for number writing through tactile and kinesthetic activities; to introduce estimation; to introduce number stories; to continue patterning, graphing, and measurement comparison activities.							
Performance Expectations		Learning Target	Comments	Vocabulary	Games	Advanced Prep	RSAs
2♦1	K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1. K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes and spheres.	Identify circles, squares and triangles. PE K.3.A	LIT: <i>Circus Shapes</i>		<i>Give the Next Number</i> PE K.1.A	Large poster board cut into shapes; Magazines; catalogs	
2♦2	K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes and spheres.	Recognize attributes of shapes through touch. PE K.3.A				Attribute blocks, feely box, collages from Act #2.1	Identify and name a triangle and circle. PE K.3.A
2♦3	K.3.C Describe the location of one object relative to another object using words such as in, out, over, under, above, below, between, next to, behind, and in front of.	Follow directions according to spatial vocabulary. PE K.3.C	LIT: <i>Rosie's Walk: Three Bears; Three Billy Goats Gruff</i>		<i>Hokey Pokey</i> (modified) PE K.3.C	Blocks or objects Songs: <i>Hokey Pokey, Going on a Bear Hunt</i>	
2♦4	K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1. K.1.B Read aloud numerals from 0 to 31. K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.	Use a spinner to count and read numbers 1-10. PE K.1.A & K.1.B	Send home <i>Spin A Number</i> for Home Connection.		<i>Spin a Number</i> MM p136 PE K.1.B & K.1.E	Paper clips , spinners, life size game mat	Count 1-10 objects and recognize numerals 1-10. PE K.1.E & K.1.B
2♦5	K.2.A Copy, extend, describe, and create simple repetitive patterns.	Describe and extend patterns. PE K.2.A		pattern		Pattern Blocks, magazines Large poster board	
2♦6	K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1.	Develop oral counting skills through games. PE K.1.A▲	LIT: <i>The April Rabbits</i>		<i>Count and Sit</i> PE K.1.A; Follow the Leader PE K.1.A	Counting songs: Ten Little Penguins, Five Little Monkeys	
2♦7	K.1.F Compare two sets of up to 10 objects each and say whether the number of objects in one set is equal to, greater than, or less than the number of objects in the other set. 1.1.E Write, compare, and order numbers to 120.	Develop stroke formation for writing numbers. PE 1.1.E	During "Getting to Know Numbers, 1-9" emphasize comparative language such as equal to, more than, and less than to support PE K.1.F. Activity Card #6 Modeling Dough Numbers	stroke, line, curve, circle, more than, less than, equal to		Trays with sand, beans, shaving cream, finger paint. Sandpaper pieces	
2♦8	K.1.F Compare two sets of up to 10 objects each and say whether the number of objects in one set is equal to, greater than, or less than the number of objects in the other set. 2.2.H Name each standard U.S. coin, write its value using the \$ sign and the cents sign, and name combinations of other coins with same total value.	Practice coin recognition. PE 2.2.H▼	Touch & Go. Although this is a 2 nd grade standard, students need to become familiar with coins starting in Kindergarten. During "Getting to Know Numbers, 1-9" continue to emphasize comparative language to support PE K.1.F. Activity Card #7 Sorting Coins	More than, less than, equal to	<i>Matching Coin Game</i> MM pg 104 PE 2.2.H	Bags of coins, coin stickers, Labeled cubes, Egg cartons, muffin trays	
2♦9	K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1. K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.	Represent numbers with concrete materials (Number Board). PE K.1.E	If possible, read <i>Bat Jamboree</i> to your students (TGA p107). LIT: <i>Bat Jamboree</i>	pattern, digit	<i>Give the Next Number</i> PE K.1.A	Poster board to create number board, small counting objects, stickers, coins Get the book <i>Bat Jamboree</i>	
2♦10	K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1. K.1.B Read aloud numerals from 0 to 31. 1.1.E Write, compare, and order numbers to 120.	Recognize teen numbers and their sequence. PE K.1.B & 1.1.E		tricky teens	<i>Count and Sit</i> PE K.1.A; <i>Follow the Leader</i> PE K.1.A; <i>Give the Next Number</i> PE K.1.A; <i>Teen Tangle</i> MM pgs 98-102 & 139 PE K.1.B; <i>Tricky Teens</i> MM pgs 97-102 PE K.1.B	Card Stock labeled #1-19,	

2♦11	<p>K.1.B Read aloud numerals from 0 to 31.</p> <p>K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes and spheres.</p>	<p>Recognize teen numbers. PE K.1.B</p>	<p>Activity Card #8 Teen Number</p>	<p>teen</p>	<p><i>I Spy</i> MM p6 PE K.3.A</p>	<p>Teen # cards, I Spy</p>	
2♦12	<p>1.1.G Group numbers into tens and ones in more than one way.</p>	<p>Recognize that teen numbers are 10 and some more. PE 1.1.G</p>	<p>Activity Card #9 Tens/Ones With Craft Sticks</p>	<p>teen</p>		<p>Paper strips for chains Large Teen # cards</p>	
2♦13	<p>K.4.A Make direct comparisons using measurable attributes such as length, weight, and capacity.</p>	<p>Use a frame of reference to estimate the number of objects in a collection. PE K.4.A▲</p>	<p>Estimation is most appropriate when students have a strong sense of quantities which is why it does not appear in the standards until grade 2. At this point introductions to estimation should be done using a frame of reference. Show student a known quantity of objects (i.e. 10) and then have them estimate another quantity by comparing it to the first.</p>	<p>estimate, about</p>		<p>Clear containers</p>	
2♦14	<p>K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1.</p> <p>K.2.C Model addition by joining sets of objects that have 10 or fewer total objects when joined and model subtraction by separating a set of 10 or fewer objects.</p> <p>K.2.D Describe a situation that involves the act of joining (addition) or separating (subtraction) using words, pictures, objects, or numbers.</p>	<p>Represent joining and take-away stories. PE K.2.C PE K.2.D</p>	<p>Read <i>Mouse Count</i> and or check Resources for the Kindergarten Classroom for additional books to model number stories. Activity Card #10 Number stories LIT: Mouse Count; Splash</p>	<p>number story, all together, join, add, take away, subtract, remove, equal, more, less, the same</p>	<p><i>Count and Sit</i> PE K.1.A</p>	<p>Counters Get books to model number stories</p>	
2♦15 & 2♦16	<p>K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1.</p> <p>2.4.A Solve problems involving properties of two- and three-dimensional figures.</p>	<p>Use folded paper paintings to recognize symmetry. PE 2.4.A</p>	<p>Combine into 1 Day: Although symmetry is a 5th grade standard, these activities are appropriate as an Art lesson. Do these activities: "Follow the Leader with Teens" and "Creating a Bar Graph".</p>	<p>symmetry, symmetrical</p>	<p><i>Follow the Leader</i> PE K.1.A</p>	<p>Folded paper, cotton swabs, eye droppers, squeeze bottles</p>	
2♦A	<p>K.1.C Fluently compose and decompose numbers to 5.</p>	<p>Use hands to compose and decompose numbers to 5. PE K.1.C</p>	<p>Supplemental Activity to support students in composing and decomposing numbers to 5 PE K.1.C, add the following routine. Have students use fingers on one hand (or a paper hand cut-out) to compose and decompose numbers to 5. For example, have students show you how many different combinations they can find that represent 5. For 2 and 3, students need to fold down 2 fingers with 3 left up, or fold 3 fingers down and 2 left up. Discuss how many ways you can show 5.</p>				
Project 2	<p>K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.</p> <p>K.4.A Make direct comparisons using measurable attributes such as length, weight, and capacity</p> <p>2.4.A Solve problems involving properties of two- and three-dimensional figures.</p>	<p>Use the body as a tool for referencing and applying mathematical skills. PE K.1.E & K.4.A</p>	<p>LIT: <i>Count on your Fingers African Style; Africa Counts; Me and My Amazing Body; If You Hopped Like a Frog</i></p>	<p>digit, yard, hand, hand span, measure, body measures, height, weight, length, symmetry, symmetrical</p>		<p>Collect symmetrical objects in nature, magazines, poster board string, adding machine tape, mirrors, cut out paper dolls</p>	<p>Identify symmetrical objects. PE 2.4.A</p>

Section 3							
Overview: To introduce the concepts of addition and subtraction through concrete activities; to introduce number writing; to reinforce and extend counting, numeral recognition, and number comparison skills; to introduce skip counting by 10s; to introduce the pan balance; to introduce non-standard measurement tools and units for measuring length; to introduce the basic language of probability; to continue shape recognition, patterning, and graphing activities; to continue estimation and number story activities.							
	Performance Expectations	Learning Target	Comments	Vocabulary	Games	Advanced Prep	RSAs
3♦1	K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set 1.1.E Write, compare, and order numbers to 120.	Develop stroke formation while writing numbers. PE 1.1.E		number			Represent numerals 1-10 using the correct number of objects. PE K.1.E
3♦2	K.2.A Copy, extend, describe, and create simple repetitive patterns.	Create and describe patterns on macaroni necklaces. PE K.2.A	Touch & Go on "Estimating Pennies" . Students are just beginning to explore estimation in Kindergarten. Use a frame of reference. Be cautious of teaching too low or too high as being wrong. Students need to be encouraged to take risks in making "guesses" when they first learn to estimate. Activity Card # 11 Pattern Strips	pattern, repeat, similarities, differences		Tube shaped pasta, string, food coloring, rubbing alcohol.	Create and describe a pattern. PE K.2.A
3♦3	K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1. K.1.B Read aloud numerals from 0 to 31. K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set. 1.5.A Represent data using tallies, tables, picture graphs, and bar-type graphs.	Review counting and number recognition. PE K.1.A & K.1.B		count, numbers, graph, row, column, predict	<i>Dice Race</i> MM p26 & 34 PE K.1.E & 1.5.A	Dice	
3♦4	K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1. K.4.A Make direct comparisons using measurable attributes such as length, weight and capacity.	Use a pan balance to compare weights. PE K.4.A		weight, compare, heavier than, lighter than, pan balance, level, balance, balanced, equal to, is the same as.	<i>Give the Next Number</i> PE K.1.A	Clear containers that fit inside pan balance, paper clips, counters, objects to weigh	
3♦5	K.1.B Read aloud numerals from 0 to 31. K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.	Match numbers of domino dots to written numerals. PE K.1.B & K.1.E	Activity Card # 12 Matching Dominoes and Number Cards	half, match	<i>Domino Concentration</i> MM pgs 105-106 & 121-123 PE K.1.B & K.1.E	Number cards 0-12, Dominoes	Count 1-12 objects and match numbers with numerals PE K.1.B & K.1.E
3♦6	K.1.B Read aloud numerals from 0 to 31. K.2.D Describe a situation that involves the actions of joining (addition) or separating (subtraction) using words, pictures, objects or numbers. 1.1.E Write, compare and order numbers to 120.	Compare numbers using words. PE K.1.B & 1.1.E	During "Telling and Drawing Number Stories" use manipulatives, white boards, or number lines to support PE K.2.D .	number line, big, bigger, small, smaller, more, less, high, low, compare	<i>Monster Squeeze</i> MM p126-128 PE K.1.B & 1.1.E	Number line, meter sticks, MM 126-127	
3♦7	1.4.B Use a variety of non-standard units to measure length.	Use non-standard units to approximate lengths of various objects. PE 1.4.B	Activity Card #13 Measuring Units	measure, about, approximate, longest, shortest, compare		Linking cubes, links, paper clips, items of different lengths	

3♦8	K.2.D Describe a situation that involves the actions of joining (addition) or separating (subtraction) using words, pictures, objects, or numbers.	Use concrete model to solve + and – problems. PE K.2.D	During “Solving Pocket Problems” reinforce problem solving strategies (i.e. counting objects, fingers, counting on, etc.). Provide paper pockets for the students to represent their problems. Using transparent pockets or plastic jars could help students who are having difficulty not “seeing” the objects.	how many, more, less, take away, subtract, add		10 counters, bag	
3♦9	K.1.B Read aloud numerals from 0 to 31. K.1.D Order numerals from 1 to 10. K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.	Reinforce counting number recognition & sequencing 0-20. PE K.1.B & K.1.D	Activity Card #14 Number Card Timer	number cards, order, smaller, bigger	<i>Domino Concentration</i> MM pgs 105-106 & 121-123 PE K.1.B & K.1.E	Number cards, small plastic bags	
3♦10	4.4.F Describe and compare the likelihood of events.	Categorize events using basic language of probability. PE 4.4.F▼	Combine into 1 Day: Although this is a 4th grade standard, students can become familiar with probability vocabulary in Kindergarten. Touch & Go “Thinking about Probability: Can Pigs Fly?” Do “Using a Probability Tray”. Optional: “Creating Shape Art”. LIT: <i>And to Think I Saw It On Mulberry Street; Wacky Wednesday</i>	possible, impossible, certain, might happen, maybe, happen, might happen, chance.		Books that features unlikely or impossible events.	
3♦11	1.5.A Represent data using tallies, tallies, picture graphs, and bar type graphs. 4.4.F Describe and compare the likelihood of events.	Predict events using basic language of probability. PE 4.4.F▼		certain, likely, more likely, chance, more, all, less, unlikely, possible, impossible, none.	<i>Stick Pick Up</i> PE 1.5.A	Tray, red and blue counters	
3♦12	K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1. K.4.A Make direct comparisons using measurable attributes such as length, weight, and capacity.	Use clay to equalize weights in a pan balance. PE K.4.A	Activity Card # 15 Pan Balance Weights LIT: Mighty Maddie	level, compare, heavier, lighter, balance, equal, weight, is the same as, weighs the same as	<i>Count and Sit</i> PE K.1.A	One or more pan balances, objects to weigh	
3♦13	K.2.A Copy, extend, describe, and create simple repetitive patterns. K.2.C Model addition by joining sets of objects that have 10 fewer total objects when joined and model subtraction by separating a set of 10 or fewer objects.	Use concrete model to practice joining and taking-away objects PE K.2.C		count on, forward, add, count back, backward, subtract, remove, take away	<i>Growing & Disappearing Train Games</i> PE K.2.C; <i>I Spy</i> PE K.2.A	Linking cubes, labeled cubes	
3♦14	1.5.A Represent data using tallies, tables, picture graphs, and bar-type graphs.	Answer comparison questions from a bar graph. PE 1.5 A	LIT: Caps For Sue	bar-graph, some, none, all, most, least, more, less, fewest		Poster board, squares of white paper	
3♦15	1.1.H Group and count objects by tens, fives, and twos	Recognize skip counting as a faster way to count. PE 1.1.H	LIT: 100 Is a Family	1s, 10s, skip counting, counting by 10s		Growing number line, Concrete Number Count containers	
3♦16	K.1.B Read aloud numerals from 0 to 31. K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.	Represent teen numbers on a teen frame board. PE K.1.B & K.1.E	LIT: Teen Numbers	count, teen, ten	<i>Teen Frame</i> MM p137-139 PE K.1.B & K.1.E	Large paper clips, counters, tray	Count and compare teen numbers. PE K.1.B & K.1.E
Project 3	K.5.D Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.	Practice problem solving strategies through games. PE K.5.D	Project 3 is an important project that supports Core Process PE K.5.A – K.5.G . Allow ample time to complete. LIT: a variety of world math games books See p176	rules, strategy		2 Day Lesson <i>Mancala</i> Game, counters, index cards, playing cards, dice, spinners, stickers, cardboard pieces	

Section 4							
Overview: To introduce addition and subtraction symbols and terminology through number stories and concrete experiences; to introduce calculators; to introduce attribute blocks; to introduce "What's My Rule?" Fishing game activities; to continue patterning activities using pattern blocks and the Pattern-Block Templates; to continue to explore 2-dimensional shapes and symmetry; to reinforce and extend counting, numeral recognition, and number-writing skills; to reinforce number sequencing and number comparison skills; to continue graphing, measuring, estimation, and probability activities							
	Performance Expectations	Learning Target	Comments	Vocabulary	Games	Advanced Prep	RSAs
4♦1	<p>K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1.</p> <p>K.1.G Locate numbers from 1 to 31 on the number line.</p> <p>K.1.H Describe a number from 1 to 9 using 5 as a benchmark number.</p> <p>1.2.C Represent addition and subtraction on the number line.</p>	<p>Develop strategies for addition and subtraction on a number line.</p> <p>PE 1.2.C▼</p>	<p>During "Counting Steps on the Number Line" have students use 5 as a benchmark number (i.e.6 is one more than 5, 2 is 3 less than 5) to support PE K.1.H.</p>	<p>number line, count on count back</p>	<p><i>Go Forward, Back Up</i> MM p124</p> <p>PE K.1.G & 1.2.C▼</p> <p><i>Outdoor Hopscotch</i></p> <p>PE K.1.A</p>	<p>Outdoor Hopscotch board</p>	
4♦2	<p>K.1.B Read aloud numerals from 0 to 31.</p> <p>1.1.A Count by ones forward and backward from 1 to 120, starting at any number, and count by twos, fives, and tens to 100.</p> <p>1.1.E Write, compare, and order numbers to 120.</p>	<p>Recognize and compare numbers.</p> <p>PE K.1.B & 1.1.E</p>	<p>Activity Card #16 Addition Top-It</p>	<p>more, less, higher, lower</p>	<p><i>Give the Next Number</i></p> <p>PE 1.1.A; Top It Games MM p105-107 & 108</p> <p>PE K.1.B & 1.1.E</p>	<p>Card decks and number cards</p>	<p>Compare pairs of numbers 0-20 to determine the smaller and larger number</p> <p>PE 1.1.E</p>
4♦3	<p>K.2.A Copy, extend, describe, and create simple repetitive patterns.</p> <p>K.3.A Identify, name and describe circles, triangles, rectangles, squares (as special rectangles), cubes and spheres.</p>	<p>Use Pattern Block template to create a pattern strip.</p> <p>PE K.2.A & K.3.A</p>	<p>Activity Card #17 Pattern Block Creatures</p>	<p>template, circle, triangle, square, parallelogram, trapezoid, hexagon, pattern</p>		<p>Pattern block templates, pattern blocks, strips of paper</p>	
4♦4	<p>K.2.C Model addition by joining sets of objects that have 10 fewer total objects when joined and model subtraction by separating a set of 10 or fewer objects.</p>	<p>Use addition symbol stick to model joining objects.</p> <p>PE K.2.C</p>	<p>LIT: <i>Gingerbread Boy</i> and <i>Rooster's Off to See the World</i></p>	<p>add, join, addition, all together, symbol</p>	<p><i>Growing & Disappearing Train Games</i></p> <p>PE K.2.C</p>	<p>Slates, craft sticks, counters</p>	
4♦5	<p>K.2.A Copy, extend, describe, and create simple repetitive patterns.</p> <p>K.5.C Recognize when additional information is required to solve a problem.</p>	<p>Create, extend and describe patterns using pattern blocks.</p> <p>PE K.2.A</p>	<p>"Creating and Extending Pattern-Block Patterns" is a good opportunity to help students recognize when additional information is needed to support PE K.5.C. Give the students a triangle and rhombus and ask what comes next? Help the students understand that they need to see repetition to identify the pattern. Touch & Go "Estimating Objects in a Collection". Choose quantities that are appropriate for your students. Activity Card #18 Pattern Cover Up</p>	<p><i>extend, copy, repeat</i></p>	<p><i>Pattern Cover Up</i> PE K.2.A</p>	<p>Pattern blocks</p>	<p>Create, extend, and describe 2- and 3-part patterns</p> <p>PE K.2.A</p>
4♦6	<p>K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1.</p> <p>K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.</p> <p>1.1.A Count by ones forward and backward from 1 to 120, starting at any number, and count by twos, fives, and tens to 100.</p> <p>1.5.A Represent data using tallies, tables, picture graphs, and bar-type graphs.</p>	<p>Count forwards from any number.</p> <p>PE 1.1.A</p>			<p><i>Count and Sit</i></p> <p>PE K.1.A; Dice Race MM p26 & 34 PE K.1.E & 1.5.A; Follow the Leader PE K.1.A; Give the Next Number PE 1.1.A</p>	<p>Stop sign or red circle, dice</p>	<p>Counting by 1s to at least 30.</p> <p>PE K.1.A</p>
4♦7	<p>K.1.B Read aloud numerals from 0 to 31.</p> <p>K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.</p>	<p>Read two digit numbers.</p> <p>PE K.1.B▼</p>	<p>Modification: Substitute the Readiness Activity "Practicing 2-Digit Number Recognition" in Part B for "Exploring Calculators". Play <i>Teen Frame</i>.</p>	<p>calculator, display, clear, all clear</p>	<p><i>Teen Frame</i> MM p137-139</p> <p>PE K.1.B & K.1.E</p>	<p>Calculators, large signs: [ON/C] or [AC] – depending on calculators being used Growing Number Line (GNL), spinners, counters, Ten Frames</p>	

4♦8	<p>K.1.B Read aloud numerals from 0 to 31.</p> <p>K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.</p> <p>1.5.A Represent data using tallies, tables, picture graphs, and bar-type graphs.</p>	<p>Create a graph dice roll sums. PE 1.5.A, K.1.E & K.1.B</p>	<p>Skip: Drawing a 10-Part Bug in Part B, not enough instructional value for the time students spend waiting for their number.</p>	<p>add, sum, probability, likely, chance, graph, graphing</p>		<p>Dice, attribute and feely box</p>
4♦9	<p>K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres.</p>	<p>Use bodies and rope to create shapes. PE K.3.A</p>	<p>During "Making Shapes" ask students "what makes this a triangle? A square?" to support PE K.3.A. Optional: "Making Symmetrical Snowflakes".</p>	<p>circle, square, rectangle, triangle, side, corner, shape, attribute</p>		<p>Rope or string, shape collages from 2.1</p>
4♦10	<p>K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres.</p>	<p>Recognize that shape name remain the same even if position and size changes. PE K.3.A</p>	<p>During "Comparing Shapes" ask students "what makes this a triangle? A square?" to support PE K.3.A. Activity Card #19 shapes and Geo-boards LIT: <i>Grandfather Tang's Story</i></p>	<p>shape, side, corner, angle, edge, turn, rotate, same, different</p>		<p>Construction paper shapes, different sizes, rope or string cut into two pieces, Geo-boards, tangrams, index cards w/student names</p>
4♦11	<p>K.1.B Read aloud numerals from 0 to 31.</p> <p>K.2.C Model addition by joining sets of objects that have 10 fewer total objects when joined and model subtraction by separating a set of 10 or fewer objects.</p>	<p>Use subtraction symbol stick to model separating objects. PE K.2.C</p>	<p>During "Practice Number Writing" focus on numbers 0-31 to support PE K.1.B.</p>	<p>take away, subtract, subtraction, symbol, minus sign.</p>	<p><i>Growing & Disappearing Train Games</i> PE K.2.C</p>	<p>Craft sticks and counters</p>
4♦12	<p>K.1.B Read aloud numerals from 0 to 31.</p> <p>K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.</p> <p>1.1.E Write, compare, and order numbers to 120.</p>	<p>Practice number writing and number recognition. PE K.1.B, K.1.E, 1.1.E</p>	<p>Activity Card #20 Number Writing on Slates</p>			<p>Large number cards, slates, spinners and dice</p>
4♦13	<p>K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres.</p> <p>K.3.B Sort shapes using a sorting rule and explain the sorting rule.</p>	<p>Sort blocks according to different attributes. PE K.3.B</p>	<p>LIT: <i>Three Little Firefighters</i></p>	<p>thick, thin, attribute, shape, size, number of sides, circles, triangles, rectangles, squares (as special rectangles), rhombi, hexagons, and trapezoids</p>	<p><i>Simon Says</i> PE K.3.A</p>	<p>Attribute blocks</p> <p>Recognizing and naming shapes; using rules to sort a collection of objects PE K.3.B</p>
4♦14	<p>K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres.</p> <p>K.3.B Sort shapes using a sorting rule and explain the sorting rule.</p>	<p>Use sorting rules to sort children. PE K.3.B</p>		<p>sorting, attribute, circles, triangles, rectangles, squares (as special rectangles), rhombi, hexagons, and trapezoids.</p>	<p><i>I Spy</i> MM p6 PE K.3.A; What's My Rule? Fishing for Attributes; Who Am I Thinking Of? PE K.3.B</p>	
4♦15	<p>K.2.C Model addition by joining sets of objects that have 10 or fewer total objects when joined and model subtraction by separating a set of 10 or fewer objects.</p> <p>K.2.D Describe a situation that involves the actions of joining (addition) or separating (subtraction) using words, pictures, objects or numbers.</p> <p>1.1.A Count by ones forward and backward from 1 to 120, starting at any number, and count by twos, fives, and tens to 100.</p>	<p>Create number stories involving joining and take away situations. PE K.2.D</p>		<p>joining, take away, number story, add, subtract, addition, subtraction, plus, minus, equal, symbol, number sentence, strategy</p>	<p><i>Count and Sit</i> PE 1.1.A <i>Growing & Disappearing Train Games</i> PE K.2.C</p>	<p>Counters, chart paper, symbol posters with "+" and "-", die with operation symbols</p>
4♦16	<p>K.1.B Read aloud numerals from 0 to 31.</p> <p>1.1.C Read aloud numerals from 0 to 1,000.</p>	<p>Practice reading two-digit numbers up to 99. PE 1.1.C</p>	<p>During "Reading 2-Digit Numbers" focus on numbers 0-31 to support PE K.1.B.</p>	<p><i>digits, tens, ones</i></p>		<p>Large number cards, straws or sticks, calculators</p>
Project 4	<p>K.1.F Compare two sets of up to 10 objects each and say whether the number of objects in one set is equal to, greater than, or less than the number of objects in the other set.</p> <p>K.2.A Copy, extend, describe, and create simple repetitive patterns.</p> <p>K.5.D Select from a variety of problem solving strategies and use one or more strategies to solve a problem.</p>	<p>Apply various math skills when planning a celebration. PE K.5.D, K.1.F▲ & K.2.A</p>	<p>LIT: <i>Books about cooking. Spaghetti and Meatballs for All</i></p>	<p>measure, recipe, pattern, shape words</p>		<p>food items, sponges, measuring cups and spoons, large bowls</p>

Section 5							
Overview: To introduce the need for standard measurement tools and units through continued measuring activities; to reinforce the use of multiple attributes to identify, describe, and sort objects; to reinforce the meanings of addition and subtraction and the use of symbols to write number models for addition and subtraction number stories; to develop awareness of equivalent names for numbers; to introduce the concept of making exchanges; to introduce the Class Number Grid; to introduce skip counting by 5s and tally marks; to reinforce and extend counting, estimation, and other numeration skills; to continue patterning and graphing activities							
	Performance Expectations	Learning Target	Comments	Vocabulary	Games	Advanced Prep	RSAs
5♦1	K.2.C Model addition by joining sets of objects that have 10 or fewer total objects when joined and model subtraction by separating a set of 10 or fewer objects. 1.1.D Order objects or events using ordinal numbers.	Use ordinal numbers to sequence events. PE 1.1.D▼	Look at the project at the end of this Section to see where these activities for the 100th Day of School can be done.	morning, afternoon, evening, before, after, first, second, third, next, last, order, time	<i>Growing & Disappearing Train Games</i> PE K.2.C		Sequence events and describe time periods of the day PE 1.1.D▼
5♦2	K.2.A Copy, extend, describe, and create simple repetitive patterns.	Create, describe and extend visual patterns. PE K.2.A	This is the first time students will use "My First Math Books". Activity Card #21 Toothpick Patterns	AB pattern		Craft sticks	
5♦3	K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1. K.1.B Read aloud numerals from 0 to 31. K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres. 1.1.E Write, compare, and order numbers to 120.	Use multiple attributes to find and describe blocks. PE K.3.A	During "Using Slates to Practice Writing 2-digit Numbers" emphasize the numbers 0-31 to support PE K.1.B .	<i>attributes, shapes, large, medium, small, thick, thin, shape names</i>	<i>Find the Block</i> PE K.3.A; I Spy MM p6 PE K.1.A	Attribute blocks	Read and write numbers to 30 PE K.1.B & 1.1.E
5♦4	1.1.E Write, compare, and order numbers to 120. 1.1.F Fluently compose and decompose numbers to 10.	Recognize and find equivalent names for numbers. PE 1.1.E & 1.1.F	Although the benchmark number changes in this lesson, spend ample time emphasizing 5 as a benchmark number to support PE K.1.H (i.e.6 is one more than 5, 2 is 3 less than 5). Extension: use 10 as a benchmark. During "Using Pan Balances" reinforce vocabulary of equal, more than, and less than. Activity Card #22 Missing Number Game	digit, less than, between, more than, equal, less than, more than	<i>Guess My Number</i> PE 1.1.E & 1.1.F	Pan Balance	
5♦5	K.1.B Read aloud numerals from 0 to 31. K.1.H Describe a number from 1 to 9 using 5 as a benchmark number. 1.1.E Write, compare and order numbers to 120.	Compare numbers using words. (Monster Squeeze). PE K.1.B & 1.1.E		clear, all clear, plus, minus, take away, subtract, equals.	<i>Monster Squeeze</i> MM p126-128 PE K.1.B & 1.1.E	Calculators, symbol posters from 4.7	
5♦6	1.1.E Write, compare, and order numbers to 120. 1.4.B Use a variety of non-standard units to measure length.	Measure using non-standard feet. PE 1.4.B		measure, foot, heel to toe, longer than, shorter than.	<i>Top It Games</i> MM p105-108 PE 1.1.E		
5♦7	K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1. 1.4.A Recognize that objects use to measure an attribute (length, weight, capacity) must be consistent in size.	Compare measures between standard and non-standard feet. PE 1.4.A	LIT: <i>How Big is a Foot?</i>	standard, foot, unit	<i>Count and Sit</i> PE K.1.A	Foot cut outs from 5.6	
5♦8	1.1.A Count by ones forward and backward from 1 to 120, starting at any number, and count by twos, fives, and tens to 100.	Skip count by 5's. PE 1.1.A	Activity Card #23 Counting Nickels	skip counting, pattern		Growing Number Line	
5♦9	1.1.H Group and count objects by tens, fives, and twos.	Represent skip counting by 5's with tally marks. PE 1.1.H	If possible read <i>Tally O'Malley</i> by Stuart J. Murphy to support tally marks PE 1.1.H . LIT: <i>Tally O'Malley</i>	<i>tally marks, data</i>			

5♦10	<p>K.4.A Make direct comparisons using measurable attributes such as length, weight, and capacity.</p> <p>1.1.A Count by ones forward and backward from 1 to 120, starting at any number, and count by twos, fives, and tens to 100.</p> <p>1.1.H Group and count objects by tens, fives, and twos.</p> <p>2.2.H Name each standard U.S. coin, write its value using the \$ sign and the cents sign, and name combinations of other coins with same total value.</p>	Use craft stick to represent exchanges for 5. PE 1.1.H & 1.1.A	Use markers to make 5 dots on craft sticks, rather than using beans if you do not have time. Have students skip count by 5's to determine the total number of beans at the end of the game. During "Estimating Objects in a Collection" choose quantities that are appropriate for your students.	exchange, trade, equal	<i>Penny - Nickel Exchange</i> PE 2.2.H; <i>The Raft Game</i> PE 1.1.H	Note: Kids pre-make planks and rafts a few days before. Materials: craft sticks, beans, glue, dice, small plastic animals	Make reasonable estimates. PE K.4.A▲
5♦11	1.4.A Recognize that objects use to measure an attribute (length, weight, capacity) must be consistent in size.	Compare measures between standard and non-standard feet. PE 1.4.A	Caution: Standard measurement is a 2 nd grade standard. During "Measuring and Comparing" select components that are most appropriate for your students (i.e. my feet, my partner's feet, and/or standard feet). LIT: <i>Inch by Inch</i>	standard, non standard, measurement, length, foot, feet, longer than, shorter than		Feet cut outs, growing number line	
5♦12	K.1.B Read aloud numerals from 0 to 31. K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.	Reading numbers on a standard measuring tool. PE K.1.B	Activity Card #24 Measuring Long Lines LIT: <i>Building a House</i>	measuring tools, scale, zero, rulers, yardsticks, tape measures, carpenter measures and meter sticks.	<i>Domino Concentration</i> MM p105-106 & 121-123 PE K.1.B & K.1.E	Rulers, meter sticks, tape measures	
5♦13	1.5.B Ask and answer comparison questions about data. 2.4.B Collect, organize, represent, and interpret data in bar graphs and picture graphs.	Answer quantity questions from a bar graph. PE 1.5.B▼		bar, total, some, none, all, more, fewer, bar graph, label, column, title, tally mark		Poster board, index cars, books about pets	Answer questions based on a bar graph PE 2.4.B
5♦14	K.3.B Sort shapes using a rule, and explain the sorting rule.	Select block based on multiple attributes. PE K.3.B	Activity Card #25 Attribute Trains	words describing size, color and shape, thick thin, attributes, tally marks	<i>Attribute Spinner Game</i> MM p118-119 PE K.3.B	Attribute blocks, card stock, paper clips, spinners	
5♦15	K.1.B Read aloud numerals from 0 to 31.	Identify and locate numbers on a number grid. PE K.1.B▲	LIT: <i>How the Stars Fell into the Sky</i>	<i>number grid, row, column, before, after, start, end.</i>		Class number grid, sticky notes	
5♦16	K.1.B Read aloud numerals from 0 to 31. K.3.C Describe the location of one object relative to another object using words such as in, out, over, under, above, below, between, next to, behind, and in front of. 1.2.C Represent addition and subtraction on the number line. 1.2.F Apply and explain strategies to compute addition facts and related subtraction facts for sums to 18. 2.2.H Name each standard U.S. coin, write its value using the \$ sign and the cents sign, and name combinations of other coins with same total value.	Locate numbers on a number grid based on cues. PE K.1.B▲ & K.3.C		number grid, row, column, right, left, middle, higher, lower, top, bottom, above, below	<i>Matching Coin Game</i> MM p104 PE 2.2.H; <i>Number Grid Game</i> MM p110 & 12;9 PE 1.2.F; <i>Number Grid Search</i> MM p110 PE 1.2.C	Class number grids, sticky notes, blind fold, coins	
Project 5	K.1.A Rote count by ones forward from 1 to 100 and backward from any number in a range of 10 to 1. 1.1.C Read aloud numerals from 0 to 1,000.	Develop number sense for the quantity of 100. PE K.1.A & 1.1.C	LIT: <i>Centipedes 100 Shoe; Emily's First 100 Days of School; Miss Bindergarten; Celebrates the 100th Day of Kindergarten; 100 Hungry Ants</i>	one hundred, groups of ten collection		2 Day Lesson poster boards for 100 collections, sticky notes, hundred charts, measuring tools, index cards	

Section 6							
Overview: To introduce pennies, nickels, dimes, and coin exchanges; to introduce 3-dimensional shapes and review 2-dimensional shapes and symmetry; to explore various ways to measure and compare time; to extend graphing skills to include making individual survey graphs; to extend patterning skills to include representing patterns with symbols; to introduce skip counting by 2s and to continue other counting, estimation, and numeration activities; to introduce the concept of half; to develop strategies for solving simple addition and subtraction problems, including joining, take-away, and comparison situations; to continue measurement activities using standard and nonstandard tools and units							
Performance Expectations		Learning Target	Comments	Vocabulary	Games	Advanced Prep	RSAs
6♦1	<p>K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1.</p> <p>K.1.H Describe a number from 1 to 9 using 5 as a benchmark number.</p> <p>2.2.H Name each standard US coin, write its value using the \$ sign and the ¢ sign, and name combinations of other coins with the same value.</p>	Recognize and count pennies. PE 2.2.H	If available, utilize document camera zoom to magnify the penny. During "Counting Steps on a Number Line" have students count both forward and back to support PE K.1.A . Continue to emphasize 5 as a benchmark number (i.e.6 is one more than 5, 2 is 3 less than 5) to support PE K.1.H . Although naming and determining values of coins is a 2 nd grade standard, this is an appropriate lesson. Activity Card #26 Coin Rubbings LIT: <i>Benny's Pennies</i>	<i>penny, coin, cent, worth, value, symbol</i>		Pennies, small plastic bags, magnifying lens, Photo of Lincoln and Memorial	
6♦2	<p>K.2.C Model addition by joining sets of objects that have 10 or fewer total objects when joined and model subtraction by separating a set of 10 or fewer objects.</p> <p>2.2.H Name each standard US coin, write its value using the \$ sign and the ¢ sign, and name combinations of other coins with the same value.</p>	Recognize nickels and trade 1 for 5 pennies. PE 2.2.H	If available, utilize document camera zoom to magnify the nickel. Although naming and determining values of coins is a 2 nd grade standard, this is an appropriate lesson.	nickel, coin, cent, penny, exchange, value, trade and symbol	<i>Growing & Disappearing Train Games</i> PE K.2.C ; <i>Penny - Nickel Exchange</i> PE 2.2.H	Gather items to sell, nickels, pennies, magnifying lens	
6♦3	<p>K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres.</p> <p>1.3.A Compare and sort a variety of two- and three-dimensional figures according to their geometric attributes.</p>	Compare 2-D and 3-D shapes PE K.3.A & 1.3.A	Although symmetry is a 5 th grade standard, these activities are appropriate as an Art lesson. Focus the lesson on "Making a Shape Museum" and play <i>Penny-Nickel Exchange</i> from 6♦2 if you did not have time to play in the previous lesson. LIT: <i>Captain Invincible and the Space Shapes</i>	<i>two-dimensional, three-dimensional, sphere, cube, square, circle, triangle, rectangle, cone, sphere, cylinder, same, different</i>	<i>Stand Up If</i> PE K.3.A & 1.3.A	Common 3 dimensional geometrical shapes, two dimensional shapes	
6♦4	<p>K.4.A Make direct comparisons using measurable attributes such as length, weight, and capacity.</p> <p>1.1.H Group and count objects by tens, fives, and twos.</p>	Use steady counting to measure and compare time. PE K.4.A	Model tip-toeing (slow and steady) to students prior to "Beating Out Time". LIT: <i>Tortoise and the Hare</i>	steady pace, faster, slower, length, counts, longest, shortest	<i>The Raft Game</i> PE 1.1.H	Drum or metronome	
6♦5	<p>K.4.A Make direct comparisons using measurable attributes such as length, weight, and capacity.</p> <p>1.5.A Represent data using tallies, tables, picture graphs, and bar-type graphs.</p>	Use a bar graph to display results of a survey. PE 1.5.A	Although representing and analyzing bar graphs is a 1st grade standard, comparative language supports PE K.4.A . Allow ample time for students to complete their surveys LIT: <i>The Best Vacation Ever</i> .	Survey, graph, data, title, label		Poster board, clip boards, construction paper	
6♦6	<p>1.3.A Compare and sort a variety of two- and three-dimensional figures according to their geometric attributes.</p>	Identify and describe 2-D and 3-D shapes. PE 1.3.A	Activity Card #27 Feeling for shapes	two-dimensional shape names, three-dimensional shape names.	<i>I Spy</i> MM p6 PE 1.3.A	Two and three dimensional shapes	
6♦7	<p>K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres.</p> <p>1.1.A Count by ones forward and backward from 1 to 120, starting at any number, and count by twos, fives, and tens to 100.</p> <p>1.1.H Group and count objects by tens, fives, and twos.</p> <p>2.2.H Name each standard US coin, write its value using the \$ sign and the ¢ sign, and name combinations of other coins with the same value.</p>	Recognize dimes and trade 1 for 10 pennies. PE 2.2.H	If available, utilize document camera zoom to magnify the dime. Although naming and determining values of coins is a 2 nd grade standard, this is an appropriate lesson.	dime, nickel, penny, exchange, cents, estimate, value, coin	<i>Attribute Spinner Game</i> MM p118 119 PE K.3.A ; <i>Penny - Dime Exchange</i> PE 2.2.H	Dimes, pennies, magnifying lens, spinners, dice	Count by 10s PE 1.1.H & PE 1.1.A

6↔8	1.1.E Write, compare, and order numbers to 120. 1.1.F Fluently compose and decompose numbers to 10. 2.2.H Name each standard US coin, write its value using the \$ sign and the ¢ sign, and name combinations of other coins with the same value.	Practice exchanging coins. PE 2.2.H	Naming and determining values of coins is a 2 nd grade standard.	Exchange, penny, value, trade, nickel, dime, coin, worth, count	<i>Guess My Number</i> PE 1.1.E & 1.1.F ; <i>Penny - Dime Exchange</i> PE 2.2.H ; <i>Penny - Nickel Exchange</i> PE 2.2.H	Large collections of coins	Identify pennies, nickels, and dimes PE 2.2.H
6↔9	1.4.B Use a variety of non-standard units to measure length. 2.2.B Solve addition and subtraction word problems that involve joining, separating, and comparing and verify the solution.	Use 1:1 correspondence to solve comparison number stories. PE 2.2.B▼		Comparison, number story, difference, more, less, equal to, greater than, less than		Counters	Use nonstandard measuring tools and units to measure length PE 1.4.B
6↔10	1.1.A Count by ones forward and backward from 1 to 120, starting at any number, and count by twos, fives, and tens to 100.	Use paired objects to skip count by 2's. PE 1.1.A	"Estimating Nickels or Dimes" Touch & Go . Counting the total value is beyond 2 nd grade standard. Choose quantities appropriate for your students and use strong teacher guidance to support students in finding the total value of the coins. Use pennies instead of nickels or dimes if students are not ready. Activity Card #28 Counting by 2's on a number grid LIT: <i>How Many Feet in the Bed</i>	Count by twos, pair, skip count, number pattern		Growing number line, class number grid, nickels and dimes	
6↔11	K.1.B Read aloud numerals from 0 to 31. K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set. 1.1.E Write, compare, and order numbers to 120. 2.4.E Interpret a fraction as a number of equal parts of a whole or a set.	Divide a group of objects in half. PE 2.4.E	LIT: <i>The Doorbell Rang</i>	half, halves, divide, equal, even odd, uneven, whole, part	<i>Cover Half</i> MM p120 PE 2.4.E ; <i>Teen Frame</i> MM p137-139 PE K.1.B & K.1.E ; <i>Top It Games</i> MM p105-107 & 108 PE K.1.B & 1.1.E	Counters or pennies	
6↔12	K.1.B Read aloud numerals from 0 to 31. K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres. 1.1.E Write, compare and order numbers to 120.	Select a block from a collection bases on attribute clues. PE K.3.A	Activity Card #29 Making Attribute Collages	attributes, clues	<i>Find the Block</i> PE K.3.A ; <i>Guess Who?</i> PE K.3.A ; <i>Monster Squeeze</i> MM p126-128 PE K.1.B & 1.1.E ; <i>Read my Mind</i> PE K.3.A	Collect collage materials (magazines), attribute blocks	Use attribute rules to find an object PE K.3.B
6↔13	K.1.B Read aloud numerals from 0 to 31. K.3.C Describe the location of one object relative to another object using words such as in, out, over, under, above, below, between, next to, behind, and in front of. K.4.A Make direct comparisons using measurable attributes such as length, weight, and capacity.	Compare time measurements. PE K.4.A		seconds, comparing, time, measure, tools	<i>Number Grid Search</i> MM p110 PE K.1.B & K.3.C	Clocks, stop watches, hour glass, number grid	
6↔14	K.2.A Copy, extend, describe, and create simple repetitive patterns	Use coins to create and extend patterns. (2 nd activity) PE K.2.A	LIT: <i>King's Commissioners</i>	skip counting, plus equals, pattern, repeat, on, all clear		Calculators, large signs: [ON/C] or [AC]	
6↔15	K.2.A Copy, extend, describe, and create simple repetitive patterns 4.4.F Describe and compare the likelihood of events.	Use symbols to create and extend patterns. PE K.2.A		<i>represent, translate, symbol, copy, repeat</i>		Chalk board and chalk, coins, musical instruments	Use basic probability terms PE 4.4.F
6↔16	2.4.E Interpret a fraction as a number of equal parts of a whole or a set.	Determine whether 2 parts of a whole are equal (halves). PE 2.4.E	Activity Card #30 Making Half and Half Pizzas LIT: <i>Little Mouse; The Red Ripe Strawberry and the Hungry Bear; Give Me Half</i>	whole, part, half, divide, equal, one half		Graham crackers	
Project 6	K.3.C Describe the location of one object relative to another object using words such as in, out, over, under, above, below, between, next to, behind, and in front of. K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres.	Use mapping activities to describe the relative position of objects. PE K.3.C & K.3.A	Spend 1 Day on this project LIT: <i>Pirates</i>	map, orientation		pirate books, chart paper	

Section 7							
Overview: To introduce the concept of 10s and 1s and place value using concrete materials; to introduce name collections through continued exploration of equivalent names for numbers; to introduce quarters and reinforce the names and values of other coins; to reinforce addition and subtraction skills and the use of number sentences to model addition and subtraction number stories; to extend data collection and graphing skills; to continue activities with 2- and 3-dimensional shapes; to continue to explore "What's My Rule?" activities with sorting and patterning; to reinforce and extend counting, estimation, and other numeration skills							
	Performance Expectations	Learning Target	Comments	Vocabulary	Games	Advanced Prep	RSAs
7♦1	<p>1.2.C Represent addition and subtraction on the number line.</p> <p>2.2.H Name each standard US coin , write its value using the \$ sign and the ¢ sign, and name combinations of other coins with the same value.</p>	Identify names and values of a penny, nickel & dime. PE 2.2.H	The marked coins on the cube must be very recognizable. Glue a picture or use a rubber stamp to mark your cubes.	dime, penny, nickel, cents, exchanging, bank	<p><i>Go Forward, Back Up (with money)</i> MM p124 PE 2.2.H, & 1.2.C; <i>Money Cube (Coin Exchange)</i> PE 2.2.H; <i>Money Grid</i> MM p125 PE 2.2.H; <i>Spin a Number (with money)</i> MM p136 PE 2.2.H & 1.2.C▼</p>	Coin marked cube, pennies, nickels, dimes and calculators, spinner, dice	Know the names and values of coins PE 2.2.H
7♦2	<p>1.1.H Group and count objects by tens, fives, and twos.</p>	Group and count objects by 10's. PE 1.1.H	Add this activity to your routines to provide more practice grouping and counting objects by 10s.	tally, data, record, chart, collection, track, growth		Large storage containers, plastic bags, items for a class collection	
7♦3	<p>K.2.A Copy, extend, describe, and create simple repetitive patterns.</p> <p>K.2.D Describe a situation that involves the actions of joining (addition) or separating (subtraction) using words, pictures, objects, or numbers.</p> <p>K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres.</p> <p>1.3.A Compare and sort a variety of two- and three-dimensional figures according to their geometric attributes.</p>	Use pictures and symbols to represent and solve number stories. PE K.2.D▲	LIT: <i>12 Ways to get to 11</i>	number sentence, addition, subtraction, add, subtract, plus, minus, equal, equation, symbol, number sentence	<i>I Spy</i> MM p6; PE K.3.A & 1.3.A ; <i>Stand Up If</i> PE K.3.A & 1.3.A	Chart paper, 3-d shapes	Identify number story situation as addition or subtraction. PE K.2.A
7♦4	<p>K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres.</p> <p>2.4.E Interpret a fraction as a number of equal parts of a whole or a set.</p>	Use toothpicks to construct 2-D shapes. PE K.3.A	Activity Card #32 Craft Stick LIT: <i>Picture Pies</i>	dimensional, two-dimensional, three-dimensional shape names.		Mini marshmallows, round tooth picks, card stock. Straws, twist ties	Model half of a collection PE 2.4.E▼
7♦5	<p>2.2.H Name each standard US coin , write its value using the \$ sign and the ¢ sign, and name combinations of other coins with the same value.</p>	Recognize quarters and trade 1 for 25 pennies. PE 2.2.H	Touch & Go: Although naming and determining values of coins is a 2 nd grade standard, this is an appropriate lesson.	Quarter, cent, exchange, value, nickel, dime, penny, ¼, dollar	<i>Money Cube (Coin Exchange)</i> PE 2.2.H	Quarters, nickels, pennies and dimes, magnifying lens, feely box, dice, number grid	
7♦6	<p>K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.</p> <p>K.1.F Compare two sets of up to 10 objects each and say whether the number of objects in one set is equal to, greater than, or less than the number of objects in the other set.</p> <p>K.2.C Model addition by joining sets of objects that have 10 or fewer total objects when joined and model subtraction by separating a set of 10 or fewer objects.</p> <p>1.2.F Apply and explain strategies to compute addition facts and related subtraction facts for sums to 18.</p> <p>1.5.A Represent data using tallies, tables, picture graphs, and bar-type graphs.</p>	Compare dice sum totals. PE K.1.F & K.2.C	LIT: <i>Animals on Board</i>	sum, add, count-on, strategy	<p><i>Dice Addition Games</i> PE 1.2.F;</p> <p><i>Dice Race</i> MM p26 & 34 PE K.1.E & 1.5.A</p>	Dice, counters	Add small numbers PE K.2.C▲
7♦7	<p>1.1.A Count by ones forward and backward from 1 to 120, starting at any number, and count by twos, fives, and tens to 100.</p>	Count forwards and backwards to 100 starting from any number. PE 1.1.A			<p><i>Count and Sit (by 10s)</i> PE 1.1.A;</p> <p><i>Give the Next Number</i> PE 1.1.A</p>	Class collection of things to count	

7♦8	1.1.H Group and count objects by tens, fives, and twos. 1.2.C Represent addition and subtraction on the number line.	Use bundles to represent numbers as 10s and 1s. PE 1.1.H		exchange, bundle, tens, ones, represent, place value	Number Grid Search MM p110 PE 1.2.C	Craft sticks, rubber bands, cups, labeled containers, small plastic bags, number grid	Use manipula-tives to model numbers and make ex-changes PE 1.1.H
7♦9	K.1.C Fluently compose and decompose numbers to 5. K.3.B Sort shapes using a sorting rule, and explain the sorting rule. 1.1.E Write, compare, and order numbers to 120. 1.1.F Fluently compose and decompose numbers to 10.	Use craft sticks to represent number equivalencies. PE 1.1.F	During "Exploring Equivalent Names for Numbers", give the students five craft sticks instead of six to support PE K.1.C. If your students are fluent with combinations to make 5, extend with other numbers such as 6, 7, and so on. Activity Card #33 Connecting cube numbers	combinations, name collections, equivalent names, number models	Attribute Spinner Game MM p118-119 PE K.3.B; Guess My Number PE 1.1.E & 1.1.F	Craft sticks, chart paper, spinners	
7♦10	1.1.E Write, compare, and order numbers to 120. 1.2.C Represent addition and subtraction on the number line.	Write consecutive numbers on a number scroll. PE 1.1.E		scroll, number grid,	Number Grid Search MM p110 PE 1.2.C	Class number grid, calculator, quarters	
7♦11	1.1.E Write, compare, and order numbers to 120. 1.1.F Fluently compose and decompose numbers to 10. 1.2.I Recognize, extend, and create number patterns.	Recognize a pattern in counting to record tens place. PE 1.2.I		ones, tens, place value, count forward	Guess My Number PE 1.1.E & 1.1.F	Chalk board, chalk, erasers, number grid, bundles of sticks, number line	
7♦12	K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set. K.3.C Describe the location of one object relative to another object using words such as in, out, over, under, above, below, between, next to, behind, and in front of. 1.2.C Represent addition and subtraction on the number line.	Connect + and - symbols to the actions of adding and taking away. PE K.3.C▲	Activity Card #34 Clear the Board	add, subtract, symbol, plus, minus	Clear the Board or Cover the Board PE K.1.E; Plus or Minus Steps PE 1.2.C▼	Labeled cube, counters, dice	
7♦13	K.1.G Locate numbers from 1 to 31 on the number line. 1.1.C Read aloud numerals from 0 to 1,000. 1.1.E Write, compare, and order numbers to 120. 2.1.B Connect place value models with their numerical equivalents to 1,000. 2.2.H Name each standard U.S. coin, write its value using the \$ sign and the ¢ sign, and name combinations of other coins with the same total value.	Represent and compare 2-digit numbers using 10's and 1's. PE 1.1.C, 1.1.E & 2.1.B			Money Cube (Coin Exchange) PE 2.2.H; Number Grid Grab PE K.1.G▲, 1.1.C & 1.1.E	Two labeled cubes, craft sticks, number line, number grid, calculators	
7♦14	K.1.D Order numerals from 1 to 10. 1.1.E Write, compare, and order numbers to 120.	Order nonconsecutive numbers from least to greatest and vice versa. PE K.1.D & 1.1.E		smaller, larger, order	High Low PE 1.1.E	Number line, number grid, index cards, grocery store flyer, number cards	Compare and order numbers PE 1.1.E
7♦15	K.2.A Copy, extend, describe, and create simple repetitive patterns. K.2.B Translate a pattern among sounds, symbols, movements, and physical objects.	Translate pattern rules to different media. PE K.2.A	See NOTE in TLG p362. Use "Comparing Patterns" as an RSA for PE K.2.B to assess students' ability to translate patterns. LIT: I Went Walking	pattern, rule, repeat, create, extend, compare, identity	What's My Rule? MM p58 PE K.2.A	Coins, craft sticks, connecting cubes, Song "Did You Ever see a Laddie Lassie?"	
7♦16	K.1.B Read aloud numerals from 0 to 31. K.1.C Fluently compose and decompose numbers to 5. 1.1.E Write, compare and order numbers to 120. 1.1.F Fluently compose and decompose numbers to 10.	Use bead strings to represent equivalent names for numbers E 1.1.F	Modification: Make at least one bead loop of 5. Use MFM p21 as an RSA to support PE K.1.C (i.e. show me 5 in 3 different ways). LIT: Math Fables	equivalent names, name collections, combinations	Monster Squeeze MM p126-128 PE K.1.B & 1.1.E	String or pipe cleaners, beads, blocks, straws	
Project 7	K.2.A Copy, extend, describe, and create simple repetitive patterns. K.3.C Describe the location of one object relative to another object using words such as in, out, over, under, above, below, between, next to, behind, and in front of.	Use weaving activities to practice patterning and directionality. PE K.2.A & K.3.C	Optional: Can be used along with Science Fabric Unit LIT: The Goat in the Rug; The Chief's Blanket	weaving, warp, woof, over, under, back, forth, left, right		Stiff card board, yarn	

Section 8						
Overview: To introduce the use of the hour hand to estimate time on an analog clock; to introduce the concept of hours and minutes; to introduce Function Machines and function rules; to continue to explore place-value concepts and equivalent names for numbers; to introduce the \$1 and \$10 bills and reinforce coin names, values, and exchanges; to introduce "missing number" problems and reinforce the use of number models for addition and subtraction stories and situations; to continue activities with 2- and 3-dimensional shapes; to continue graphing and measurement activities; to reinforce and extend counting, estimation, and other numeration activities						
Performance Expectations	Learning Target	Comments	Vocabulary	Games	Advanced Prep	RSAs
8♦1 1.1.G Group numbers into tens and ones in more than one way. 1.1.H Group and count objects by tens, fives, and twos. 2.1.B Connect place value models with their numerical equivalents to 1,000. 2.2.H Name each standard U.S coin, write its value using the \$ sign, and name combinations of other coins with the same total value.	Use craft stick to make exchanges of 1s, 10s & 100s. PE 1.1.H▲		ones, tens, hundreds, equals, trade, exchange, count, group, collect, collection	Ones, Tens, Hundreds Game MM p130 PE 1.1.H▲ ; Paper Money Exchange Game MM p113-114 & 131-134 PE 2.1.B & 2.2.H	Labeled cubes, bundles of ten craft sticks, paper money	Exchange ones for tens and tens for hundred PE 1.1.G
8♦2 2.3.D Describe the relative size among minutes, hours, days, weeks, months, and years.	Develop sense of length of an hour. PE 2.3.D	Although telling time is a 2 nd grade standard, this is an appropriate lesson. LIT: <i>My Grandmother's Clock; Me: Counting Time</i>	hour, o'clock, graph, timer, watch, analog		Wall clock, beeping timer (beeping on the hour)	
8♦3 2.3.E Use both analog and digital clocks to tell time to the minute.	Use analog clock's hour hand to show approximate time. PE 2.3.E	Although telling time is a 2 nd grade standard, this is an appropriate lesson. Touch & Go. LIT: <i>The Grouch lady Bug</i>	hour-hand, o'clock, just before, just after, halfway between, shapes, one-dimensional, two-dimensional	Walk Around the Clock MM p56 PE 2.3.E	Fasteners, card stock or paper plates	
8♦4 K.1.F Compare two sets of up to 10 objects each and say whether the number of objects in one set is equal to, greater than, or less than the number of objects in the other set. K.3.B Sort shapes using a sorting rule and explain the sorting rule. 1.2.A Connect physical and pictorial representations to addition and subtraction equations.	Develop counting on as an addition strategy. PE K.1.F & 1.2.A		compare, count on, rule, attribute, circles, triangles, rectangles, squares (as special rectangles), rhombi, hexagons, and trapezoids.	High Roller Games PE K.1.F & 1.2.A; <i>What's My Rule? Fishing</i> PE K.3.B	Dice and counters, calculators	
8♦5 1.2.I Recognize, extend, and create number patterns.	Use a rule to add numbers in a function machine. PE 1.2.I	When introducing the function machine, spend time modeling concrete examples before you ask students to determine a rule. Activity Card #35 Function Machines	function machine, rule, coins, penny, nickel, dime, quarter, clues, addition, subtraction, in, out		Small box, index cards, counters, coins	
8♦6 K.1.B Read aloud numerals from 0 to 31. K.1.G Locate numbers from 1 to 31 on the number line. 1.1.C Read aloud numerals from 0 to 1,000. 1.1.E Write, compare and order numbers to 120. 1.2.C Represent addition and subtraction on the number line.	Develop number sense with mental math activities. PE K.1.B & 1.2.C		digit, reverse, add, subtract, weather, temperature, data, graphs, tallies, display, questions	Number Grid Grab PE 1.1.C, K.1.G▲ , 1.1.E; <i>Number Gymnastics</i> PE K.1.B & 1.2.C	Number grid	
8♦7 2.2.H Name each standard U.S coin, write its value using the \$ sign, and name combinations of other coins with the same total value.	Recognize characteristics of a dollar bill. PE 2.2.H	LIT: <i>The Big Buck Adventure</i>	one-dollar bill, dollar sign, exchange, equals, symbol, function machine, equals,		Dollar bills, magnifying lens, paper plates, coins, dollar store items	
8♦8 1.1.H Group and count objects by tens, fives, and twos. 2.2.H Name each standard US coin , write its value using the \$ sign and the ¢ sign, and name combinations of other coins with the same value.	Use coins to make exchanges of 1s, 10s & 100s. PE 1.1.H▲ & 2.2.H	Use <i>One Dollar</i> game or Extra Practice Games in Part B. LIT: <i>A Bargain for Francis; A Chair for my Mother</i>	exchange, bundle, tens, ones, represent, place value	<i>Money Grid</i> PE 2.2.H; <i>Money Cube (Coin Exchange)</i> PE 2.2.H; <i>One dollar game</i> MM p115-116 PE 2.2.H; <i>The Raft Game</i> PE 1.1.H	Labels cubes, coins	

8♦9	<p>1.2.B Use the equal sign (=) and the word equals to indicate that two expressions are equivalent.</p> <p>1.1.F Fluently compose and decompose numbers to 10.</p>	<p>Represent number equivalencies in multiple ways. PE 1.1.F▲ & 1.2.B</p>	<p>Activity Card #36 Equivalent Dominoes LIT: <i>One is a Snail; Ten is a Crab</i></p>	<p>Equivalent names, name collection, number scrolls, grid</p>		<p>Chart paper, poster board, tape, dominoes</p>	<p>Represent equivalent names for numbers PE 1.2.B & 1.1.F▲</p>
8♦10	<p>1.2.G Quickly recall addition facts and related subtraction facts for sums to 18.</p> <p>2.2.F Create and state a rule for patterns that can be generated by addition and extend the pattern.</p>	<p>Identify addition rules for function machines. PE 2.2.F</p>	<p>When introducing the function machine, spend time modeling concrete examples before you ask students to determine a rule. If students have difficulty identifying the rule, focus on applying the rule (i.e. +2 or +3).</p>	<p>function machine rule, hour-hand, minute-hand, our, minute, slower, faster, o'clock</p>	<p><i>What's My Rule?</i> MM p58 PE 2.2.F</p>	<p>Chalk boards, analog clock, links</p>	<p>Apply simple addition & subtraction rules to complete a number pair PE 1.2.G</p>
8♦11	<p>2.3.E Use both analog and digital clocks to tell time to the minute.</p>	<p>Recognize the difference between the hour and minute hands. PE 2.3.E</p>		<p>hour-hand, minute-hand, our, minute, slower, faster, o'clock</p>		<p>Paper clocks, analog clock, pan balance</p>	
8♦12	<p>2.3.E Use both analog and digital clocks to tell time to the minute.</p>	<p>Read clocks to the hour. PE 2.3.E</p>		<p>analog, digital, divide, whole, half, halves, equal, exact</p>	<p><i>Time Match</i> MM p140-143 & 112 PE 2.3.E</p>	<p>Paper clocks, digital and analog clock, watchers</p>	
8♦13	<p>K.2.C Model addition by joining sets of objects that have 10 or fewer total objects when joined and model subtraction by separating a set of 10 or few objects.</p> <p>K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres.</p> <p>1.2.B Use the equal sign (=) and the word equals to indicate that two expressions are equivalent.</p> <p>1.3.A Compare and sort a variety of two-and three-dimensiona figures according to their geometric attributes.</p>	<p>Use objects to solve missing number problems. PE K.2.C & 1.2.B</p>	<p>Activity Card #37 Number Model Cards</p>	<p>total, umber sentence, missing number, add, subtract, spy, shape, pattern, rule, clue</p>	<p><i>I Spy</i> MM p6 PE K.3.A & 1.3.A</p>	<p>Box or bag pocket, number cards, craft sticks, counters, walk on number line</p>	<p>Identify shapes PE K.3.A & 1.3.A</p>
8♦14	<p>K.1.B Read aloud numbers from 0 to 31.</p> <p>K.2.D Describe asituation that involves the actions of joining (addition) or separating (subtraction) using words, pictures, objects, or numbers.</p> <p>1.1.E Write, compare and order numbers to 120.</p> <p>1.2.C Represent addition and subtraction on the number line.</p>	<p>Tell and solve number stories on a calculator. PE K.2.D</p>	<p>LIT: <i>More, Fewer, or Less</i></p>	<p>number story, addition sign, minus (take away) sign, equals, equals sign, clear, all clear</p>	<p><i>Number Gymnastics</i> PE K.1.B, 1.1.E & 1.2.C</p>	<p>Calculators</p>	<p>Identify addition and subtraction situations; model number stories with numbers and symbols PE K.2.D</p>
8♦15	<p>1.1.E Write, compare and order numbers to 120.</p> <p>1.1.F Fluently compose and decompose numbers to 10.</p> <p>1.2.B Use the equal sign (=) and the word equals to indicate that two expressions are equivalent.</p> <p>1.4.D Use non-standard units to compare objects according to their capacities or weights.</p>	<p>Use pan balance to compare weights using nonstandard unit. PE 1.4.D</p>	<p>Activity Card #38 Snack Foods</p>	<p>level, weigh, weights, unit, balance, number, pictures, symbols, tallies, ten-frame, words</p>		<p>Pan Balance, small objects, (pennies, washers, etc...)</p>	<p>Generate equivalent names for numbers, including representations with addition and subtraction PE 1.1.E, 1.2.B & 1.1.F▲</p>
8♦16	<p>2.1.B Connect place value models with their numerical equivalents to 1,000.</p> <p>2.2.H Name each standard US coin , write its value using the \$ sign and the ¢ sign, and name combinations of other coins with the same value.</p>	<p>Recognize characteristics and value of a ten dollar bill. PE 2.2.H</p>		<p>one dollar bill, ten dollar bill, trade exchange, equals, dollar sign, measure, rulers, tape measures, foot, feet, standard, record, tools</p>	<p><i>Paper Money Exchange Game</i> MM p132-134 PE 2.1.B & 2.2.H</p>	<p>A real \$10.00 bill, magnifying lens, calculator, tape measure</p>	
Project 8	<p>K.3.C Describe the location of one object relative to another object using words such as in, out, over, under, above, below, between, next to, behind, and in front of</p> <p>K.4.A Make direct comparisons using measurable attributes such as length, weight, and capacity.</p> <p>1.4.B Use a variety of non-standard units to measure length.</p>	<p>Practice a variety of math skills through outdoor activities. PE K.3.C, K.4.A & 1.4.B</p>	<p>Optional: Although the Obstacle Course activity supports PE K.3.C, _LIT: <i>Annos Magic Seeds; Planting a Rainbow; Tops and Bottom</i></p>	<p>estimate, measure, compare, height, length, over, under, near, far, left, right</p>		<p>measuring tools (stop watch...), hopscotch board</p>	

Section Routines			
Overview: To establish Ongoing Daily Routines			
	Performance Expectations	Routines	Vocabulary
Number of the Day Routine	<p>K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1.</p> <p>K.1.B Read aloud numerals from 0 to 31.</p> <p>K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.</p> <p>K.1.G Locate numbers from 1 to 31 on the number line.</p> <p>1.1.A Count by ones forward and backward from 1 to 120, starting at any number, and count by twos, fives, and tens to 100.</p> <p>1.1.B Name the number that is one less or one more than any number given verbally up to 120.</p> <p>1.1.C Read aloud numerals from 0 to 1,000.</p> <p>1.1.E Write, compare, and order numbers to 120.</p> <p>1.1.G Group numbers into tens and ones in more than one way.</p> <p>1.1.H Group and count objects by tens, fives, and twos.</p>	<p>Building the Growing Number Line Making a Concrete Number Count Collection Using the Growing Number Line Thinking about Place Value RSA=K.1.A, K.1.B, K.1.E, K.1.G</p>	ones, tens, hundreds, number of the day
Attendance Routine	<p>K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1.</p> <p>K.1.B Read aloud numerals from 0 to 31.</p> <p>K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.</p> <p>K.1.F Compare two sets of up to 10 objects each and say whether the number of objects in one set is equal to, greater than, or less than the number of objects in the other set.</p> <p>K.5 Core Processes</p> <p>1.5.A Represent data using tallies, tables, picture graphs, and bar-type graphs.</p> <p>1.5.B Ask and answer comparison questions about data.</p>	<p>Recording and discussing data Using Attendance Data in Context RSA-K.1.A, K.1.B, K.1.E, K.1.F</p>	more, less, same, some, none, all, altogether, present, absent, chart, record, data
Job Chart Routine	<p>K.2.A Copy, extend, describe, and create simple repetitive patterns.</p>	<p>Using the Job Chart</p>	rotate, before, after, pattern, next
Monthly Calendar Routine	<p>K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1.</p> <p>K.1.B Read aloud numerals from 0 to 31.</p> <p>K.1.D Order numerals from 1-10.</p> <p>K.1.G Locate numbers from 1 to 31 on the number line.</p> <p>K.5 Core Processes</p> <p>1.1.E Write, compare, and order numbers to 120.</p> <p>1.1.D Order objects or events using ordinal numbers.</p> <p>1.2.C Represent addition and subtraction on the number line.</p> <p>1.4.F Name the days of the week and the months of the year, and use a calendar to determine a day or month.</p> <p>1.5.A Represent data using tallies, tables, picture graphs, and bar-type graphs.</p> <p>1.5.B Ask and answer comparison questions about data.</p> <p>2.1.B Connect place value models with their numerical equivalents to 1,000.</p> <p>2.1.C Identify the ones, tens, and hundreds place in a number and the digits occupying them.</p>	<p>Reading and Building the Calendar Completing the Days Board Dismantling the Monthly Calendar Using the Calendar RSA-K.1.A, K.1.B, K.1.D, K.1.G, K.5</p>	month, day, date, week, year, calendar, today, yesterday, tomorrow, days of the week, weekend
Daily Schedule Routine	<p>1.1.D Order objects or events using ordinal numbers.</p> <p>1.4.F Name the days of the week and the months of the year, and use a calendar to determine a day or month.</p> <p>2.3.D Describe the relative size among minutes, hours, days, weeks, months, and years.</p> <p>2.3.E Use both analog and digital clocks to tell time to the minute.</p>	<p>Ordering Daily Activities Using Clocks with the Daily Schedule RSA-1.1.D, 1.4.F</p>	morning, afternoon, noon, before, after, following, next, early late

<p style="text-align: center;">Weather Observation Routine</p>	<p>K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1. K.1.B Read aloud numerals from 0 to 31. K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set. K.1.G Locate numbers from 1 to 31 on the number line 1.4.F Name the days of the week and the months of the year, and use a calendar to determine a day or month. 1.5.A Represent data using tallies, tables, picture graphs, and bar-type graphs. 1.5.B Ask and answer comparison questions about data. 4.4.F Describe and compare the likelihood of events</p>	<p>Observing and Recording Data Compiling and Describing Data Comparing Data and Finding Patterns Exploring Probability and Chance RSA-K.1.A, K.1.B, K.1.E,K.1.G</p>	<p>some, none, all, more, fewer, same, most, least, likely, more likely, least likely, definite, certain, sure, maybe, impossible</p>
<p style="text-align: center;">Recording Daily Temperature Routine</p>	<p>1.5.A Represent data using tallies, tables, picture graphs, and bar-type graphs. 1.5.B Ask and answer comparison questions about data. 2.4.B Collect, organize, represent, and interpret data in bar graphs and picture graphs. 3.5.B Measure temperature in degrees Fahrenheit and degrees Celsius using a thermometer 4.4.F Describe and compare the likelihood of events</p>	<p>Collecting and Recoding Temperature Data Compiling and Discussing Monthly Data Exploring Probability and Chance RSA-1.5.A, 1.5.B</p>	<p>thermometer, temperature, hot cold warm, cool, higher, lower, more, fewer, some, all, none, definite, sure, maybe, likely, unlikely, impossible, certain</p>
<p style="text-align: center;">Survey Routine</p>	<p>K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1. K.1.B Read aloud numerals from 0 to 31. K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set. K.1.F Compare two sets of up to 10 objects each and say whether the number of objects in one set is equal to, greater than, or less than the number of objects in the other set. K.2.C Model addition by joining sets of objects that have 10 or fewer total objects when joined and model subtraction by separating a set of 10 or fewer objects. K.2.D Describe a situation that involves the actions of joining (addition) or separating (subtraction) using words, pictures, objects, or numbers. K.5 Core Processes 1.5.A Represent data using tallies, tables, picture graphs, and bar-type graphs. 1.5.B Ask and answer comparison questions about data. 2.4.B Collect, organize, represent, and interpret data in bar graphs and picture graphs.</p>	<p>Conducting Surveys and Recording Data Conducting Surveys with Families Conducting Surveys Independently RSA-K.1.A, K1.B, K.1.E, K.1.F, K.2.C, K.5 Core Processes, K.2.D, 1.5.A, 1.5.B, 2.4.B,</p>	<p>tally, record, graph, count, compare, more, less, same as, some, all, none</p>