South Carolina College-and Career-Ready Mathematics Process Standards				
1. Make sense of problems and persevere in solving them. 4. Connect mathematical ideas and real-world situations through modeling.				
2. Reason both conceptually and abstractly. 5. Use a variety of mathematical tools effectively and strategically.				
3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.6. Communicate mathematically and approach mathematical situations with precision.				
7. Identify and utilize structure and patterns.				

Kindergarten, Unit 1 Understanding Numbers 1-10

Suggested dates of Instruction: 26 days

Standard	Focus	Vocabulary	Supporting Standard(s)	Resource(s)
<u>Unit 1: Lessons 1 – 6</u>	Number sequence	5-frame		RMB: 1EE – 1FF (Connect Mathematics to the Real World with
K.NS.4a Understand		10-frame		Anno's Counting Book)
the relationship	1 to 1	Arrangement		1GG (Connect Mathematics to the Real World Drawings)
between number and	correspondence	Counting		1HH – 1JJ (Effective Practice Routines)
quantity. Connect		Five		1JJ (Develop Subitizing Skills)
counting to cardinality	Strategies for	Four		
by demonstrating an	keeping track	Group Scene		ME: pp. 1 - 28
understanding that		Number		
the last number said	Cardinality	Number		T: 2nd Edition-Student Centered Math: Van de Walle
tells the number of		Parade		Fill the Towers 8.3, p. 103
objects in the set	Hierarchical	One		Real Counting On 8.5,p.104
(cardinality).	inclusion &	Partners		Navigating Through Numbers & Operations:
	embedded	Three		Choose A Number, p. 16
	numbers	Two		Math Work Stations: Debbie Diller Chapter 4
		Zero		Beginning Number Stations
	Identify numerals			NCTM Illuminations: Numbers Up To 3
				http://illuminations.nctm.org/unit.aspx?id=6136
	Magnitude (1 – 5)			
	Counting objects			

RMB: Research and Math Background

ME: *Math Expressions* T: Teacher

S: Student

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Standard	Focus	Vocabulary	Supporting Standard(s)	Resource(s)
				S: Mega Math: Counting Critters, Level A
				Link: Country Countdown: Counting Critters Level A
				Website Activity: Number and Set Mat
				http://www.abcya.com/number_match.htm
				Student Activity Book: pp. 1 - 8
				iTools: Counters
				Materials: Anno's Counting Book, Number Parade, Pointer
				Giant Number Cards, Square-Inch Tiles, Counting Mats,
				Number Tiles
Unit 1: Lesson 7	Add and subtract	Adding		RMB: 1HH – 1JJ (Effective Practice Routines)
K.ATO.1 Model	orally to totals of	Join		1JJ – 1KK (Develop Subitizing Skills)
situations that involve	up to 5	Minus		1LL (Add & Subtract Within 5)
addition and		Order		
subtraction within 10	Represent quantities	Partners		ME: pp. 29 - 32 (Lesson 7)
using objects, fingers,		Separate		
mental images,		Subtracting		T: 2nd Edition-Student Centered Math: Van de Walle
drawings, acting out		Take Away		Five-Frame Tell-About 8.13, p.111
situations, verbal				Navigating Through Numbers & Operations:
explanations,				Frump's Fashion,p. 41

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Standard	Focus	Vocabulary	Supporting Standard(s)	Resource(s)
expressions, and equations.			Standard(s)	Frames, p. 46 Math Work Stations: Debbie Diller Chapter 5 Solving Story Problems, p. 6 K – 5 Resources Activity: Bears in the Cave http://www.k5mathteachingresources.com/supportf ies/bears-in-the-cave.pdf S: Mega Math: Country Countdown, Block Busters, Level A Link: Country Countdown: Block Busters Level A iTools: Counters Materials: Counting Mat, Number Tiles 1 - 5, Square-Inch Tiles

Standard(s)	Focus	Vocabulary	Supporting Standard(s)	Resources
Unit 1: Lesson 8	Describe circles	Above		RMB: 1HH – 1JJ (Effective Practice Routines)
K.ATO.1 Model		Behind		1MM (Identify Shapes)
situations that involve	Use circles to	Below		

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Standard(s)	Focus	Vocabulary	Supporting Standard(s)	Resources
addition and	represent addition	Beside		
subtraction within 10	and subtraction	Circle		ME: pp. 33 - 38 (Lesson 8)
using objects, fingers,	within 5	Flat shape		
mental images,		In front of		T: 2nd Edition-Student Centered Math: Van de Walle
drawings, acting out		Next to		Shape Show And Hunt 16.1, p. 306
situations, verbal				K – 5 Resources Activity: Addition Plate—Story Problems
explanations,				http://www.k5mathteachingresources.com/support-
expressions, and				files/addition-plate.pdf
equations.				
K.G.2 Identify and				S: Mega Math: Shapes Ahoy Ship Shapes Level G
describe a given shape				Link: Shapes Ahoy: Ship Shapes, Level G
and shapes of objects				Student Activity Book: pp. 9 – 12
in everyday situations				,
to include two-				Materials: Circles, Two-Color Counters
dimensional shapes				
(i.e., triangle, square,				
rectangle, hexagon,				
and circle) and three-				
dimensional shapes				
(i.e., cone, cube,				
cylinder, and sphere).				

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Standard(s)	Focus	Vocabulary	Supporting Standard(s)	Resources
Unit 1: Lesson 9	Compare two	Compare		RMB: 1HH – 1JJ (Effective Practice Routines)
K.NS.7 Determine	numbers 1 – 5	Horizontal		1JJ – 1KK (Develop Subitzing Skills)
whether the number of		Less		1LL (Add & Subtract within 5)
up to ten objects in		Longer		1MM (Compare by Matching)
one group is more		More		
than, less than, or		Shorter		ME: pp. 39 - 44 (Lesson 9)
equal to the number of		Taller		
up to ten objects in		Vertical		T: K – 5 Resources Activity: Comparing Towers Web Activity
another group using matching and counting strategies.				http://www.k-5mathteachingresources.com/support- files/comparing-towers.pdf
or acegies.				S: Mega Math: Country Countdown, Harrison's Comparisons, Level B
				Link: Country Countdown: Harrison's Comparisons Level B
				Student Activity Book: pp. 13 – 14
				iTools: Counters (compare)
				Materials: Counting Mat, Number Tiles, Square-Inch Tiles

RMB: Research and Math Background

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ME: *Math Expressions* T: Teacher

S: Student Technology for students

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South Carolina College-and Career-Ready Mathematics Process Standards				
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Reason both conceptually and abstractly.	5. Use a variety of mathematical tools effectively and strategically.			
3. Use critical thinking skills to justify mathematical reasoning and	6. Communicate mathematically and approach mathematical			
critique the reasoning of others. situations with precision.				
7. Identify and utilize structure and patterns.				

Standard(s)	Focus	Vocabulary	Supporting Standard(s)	Resources
Unit 1: Lesson 10	Use defining	Corner		RMB: 1GG (Connect Math to the Real World)
K.G.2 Identify and	attributes to	Rectangle		1HH - 1JJ (Effective Practice Routines)
describe a given shape	identify squares	Side		1MM (Identify Shapes)
and shapes of objects	and	Square		
in everyday situations	rectangles			ME: pp. 45 - 54 (Lesson 10)
to include two-				
dimensional shapes	Classify shapes			T: 2nd Edition-Student Centered Math: Van de Walle
(i.e., triangle, square,	according to their			Is It Or Isn't It p.164
rectangle, hexagon,	attributes			Navigating Through Geometry:
and circle) and three-				Alike & Different, p. 17
dimensional shapes				Math Work Stations: Debbie Diller
(i.e., cone, cube,				Guess My Shapes,p. 163
cylinder, and sphere).				Compare Two Shapes,p. 165
K.MD.3 Sort and				
classify data into 2 or 3				S: Mega Math Shapes Ahoy Ship Shapes Level G
categories with data				Link: Shapes Ahoy: Ship Shapes, Level G
not to exceed 20 items				Student Activity Book: pp. 15 – 18
in each category.				
				Materials: Circles, Squares and Rectangles, Square-Inch Tiles,
				Comparing Mat

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Standard(s)	Focus	Vocabulary	Supporting Standard(s)	Resources
<u>Unit 1: Lessons 11 – 13</u>	Identify and order	Fewer		RMB: 1EE – 1FF (Connect Mathematics to the Real World with
K.NS.3 Read numbers	numbers 1	Group		Anno's Counting Book)
from 0 – 20 and	through 10	Horizontal		1GG (Connect Mathematics to the Real World Drawings)
represent a number of		More		1HH - 1JJ (Effective Practice Routines)
objects 0 – 20 with a	Count up to 10	Pair		1LL (Add & Subtract within 5)
written numeral.	objects	Vertical		1MM (Compare by Matching)
K.NS.4a Understand				1NN (Write 1, 2, 3, 4, 5)
the relationship	Compare two			
between number and	numbers within 10			ME: pp. 55 - 76 (Lessons 11, 12, 13)
quantity. Connect				
counting to cardinality	Write the numbers			T: 2nd Edition-Student Centered Math: Van de Walle
by demonstrating an	1, 2, and 3			Find The Same Amount 8.8,p.106
understanding that				Number Medley 8.14, p. 111
the last number said				Math Work Stations: Debbie Diller
tells the number of				Dominoes for Counting and Comparing, p. 74
objects in the set				Comparing Games,p.76
(cardinality).				
K.NS.4b Understand				S: Mega Math: Countdown Critters, Levels A
the relationship				Link: Country Countdown: Counting Critters Level A
between number and				Mega Math: Harrison's Comparisons Level B
quantity. Connect				Link: <u>Country Countdown: Harrison's Comparisons Level B</u>

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Curriculum And Instruction

Fall 2015

South Carolina College-and Career-Ready Mathematics Process Standards				
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critique the reasoning of others.	situations with precision.			
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Standard(s)	Focus	Vocabulary	Supporting Standard(s)	Resources
counting to cardinality				Student Activity Book: p. 19 – 24
by demonstrating an				Homework & Remembering: pp. 1 – 2, pp. 11 – 12
understanding that the				
number of objects is				Websites: Additional Counting Activities (# 1- 10)
the same regardless of				K – 5 Teaching Resources:
their arrangement or				http://www.k5mathteachingresources.com/kindergart
the order in which they				en-math-activities.html
are counted				ABCYa Website:
(conservation of				http://www.abcya.com/kindergarten_counting.htm
number).				
K.NS.4c Understand				Materials: Number Tiles, Centimeter Cubes, Giant Number
the relationship				Cards 1-10, Counting Mats, Number Tiles, Square-Inch
between number and				Tiles
quantity. Connect				
counting to cardinality				
by demonstrating an				
understanding that				
each successive				
number name refers to				
a quantity that is one				
more and each				

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	7. Identify and utilize structure and patterns.				

Standard(s)	Focus	Vocabulary	Supporting Standard(s)	Resources
previous number name refers to a quantity that is one less. K.NS.5 Count a given number of objects from 1 – 20 and connect this sequence in a one-to-one manner. K.NS.7 Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.				

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critique the reasoning of others.	situations with precision.			
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Standard(s)	Focus	Vocabulary	Supporting Standard(s)	Resources
Unit 1: Lesson 14	Represent addition	Add		RMB: 1GG (Connect Mathematics to the Real World
K.NS.3 Read numbers	and subtraction	Group		Drawings)
from 0 – 20 and	with fingers	Math Stories		1HH - 1JJ (Effective Practice Routines)
represent a number of		Model		1NN (Write 1, 2, 3, 4, 5)
objects 0 – 20 with a	Write the numeral 4	Represent		
written numeral.	and identify	Subtract		ME : pp. 69 - 76 (Lesson 14)
K.ATO.1 Model	groups of 4			
situations that involve				T: 2nd Edition-Student Centered Math: Van de Walle
addition and				How Many Are There? 8.4, p. 103
subtraction within 10				Math Work Stations: Debbie Diller
using objects, fingers,				Grab and Graph Objects, p. 77
mental images,				Piggy Penny, p. 84
drawings, acting out				
situations, verbal				S: Student Activity Book: pp, 25 - 28
explanations,				Homework & Remembering: pp. 13 – 14
expressions, and				NCTM Illuminations:
equations.				http://illuminations.nctm.org/Activity.aspx?id=3565
K.ATO.2 Solve real-				K – 5 Resources Activity:
world/story problems				http://k-
using objects and				5teachingresources.com/supportfiles/handwriting-
drawings to find sums				sheets-1-10.pdf

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South Carolina College-and Career-Ready Mathematics Process Standards				
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critique the reasoning of others. situations with precision.				
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Standard(s)	Focus	Vocabulary	Supporting Standard(s)	Resources
up to 10 and				
differences within 10.				Materials: Anno's Counting Book
Hait A. Lassana 45 47	Identify and a said	Alilia		DAMP 100 /Comment Mathematics to the Deal World
Unit 1: Lessons 15 - 17	Identify, order, and	Alike		RMB: 1GG (Connect Mathematics to the Real World
K.NS.3 Read numbers	count numbers 1	Different		Drawings)
from 0 – 20 and	through 10	Dot-to-Dot		1HH – 1JJ (Effective Practice Routines)
represent a number of		Fewer		1LL (Add & Subtract within 5)
objects 0 – 20 with a	Compare two	Same		1MM (Compare by Matching)
written numeral.	numbers	More		1NN (Write 1, 2, 3, 4, 5)
K.NS.4a Understand				
the relationship	Identify groups with			ME : pp. 77 – 90 (Lessons 15, 16, 17)
between number and	1 through 5 items			
quantity. Connect				T: 2nd Edition-Student Centered Math: Van de Walle
counting to cardinality	Count, write, draw			Make Sets of More/Less/Same 8.7, p. 105
by demonstrating an	the numeral 5			Find The Same Amount 8.8, p. 106
understanding that				How Many Are There? 8.4, p. 103
the last number said	Identify groups of 5			
tells the number of				S: Mega Math: Numberopolis Carnival Stories Level A
objects in the set				Link: Numberopolis: Carnival Stories Level A
(cardinality).				Student Activity Book: pp. 29 - 34
				Homework & Remembering: pp. 15 - 20

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Standard(s)	Focus	Vocabulary	Supporting Standard(s)	Resources
K.NS.4b Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number). K.NS.4c Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that				ABCYa Website: Comparing Situations http://www.abcya.com/kindergarten_word_problems more_less.htm ABCYa Website: Connect the Dots http://www.abcya.com/connect_the_dots_10.htm Illuminations NCTM: Match representations http://illuminations.nctm.org/Activity.aspx?id=3563 Materials: Number Tiles, Centimeter Cubes, Counting Mats, Square-Inch Tiles

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7. Identify and utilize structure and patterns.				

Standard(s)	Focus	Vocabulary	Supporting Standard(s)	Resources
each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less. K.NS.5 Count a given number of objects from 1 – 20 and connect this sequence in a one-to- one manner. K.NS.7 Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching			Standard(s)	

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South Carolina College-and Career-Ready Mathematics Process Standards				
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	wake sense of problems and persevere in solving them.	modeling.		
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Standard(s)	Focus	Vocabulary	Supporting Standard(s)	Resources
and counting strategies.				
Unit 1: Lesson 18 K.G.2 Identify and	Apply Mathematical			RMB: 1HH – 1JJ (Effective Practice Routines)
describe a given shape	Process			End of Unit Review & Test:
and shapes of objects	Standards to			ME: pp. 97 - 102
in everyday situations to include two-	solve problems			Student Activity Book: pp. 37 - 40 ME Performance Task:
dimensional shapes	·			https://www-
(i.e., triangle, square,				k6.thinkcentral.com/content/hsp/math/hspmathmx/na/grk/p
rectangle, hexagon, and circle) and three-				erformance_task_9780544586291 /pdf/unit1.pdf
dimensional shapes				
(i.e., cone, cube,				
cylinder, and sphere).				

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