



Mathematics
Grade K – Year at a Glance
2018-2019



	Q1	Q2	Q3	Q4			
Aug.6 – Aug. 17	Module 1 Aug. 20 – Oct. 23	Module 3 Oct. 24 – Dec.5	Module 4 Dec. 7 – Feb. 27	Module 5 Feb. 28 – Apr. 24	Module 2 Apr. 25 - May 8	Module 6 May 9 – May 17	Tasks May 20-23
Staggered Enrollment KEI Assessment	Numbers to 10	Comparison of Length, Weight, Capacity, and Numbers to 10	Number Pairs, Addition and Subtraction to 10	Numbers 10-10 and Counting to 100	Two-Dimensional and Three-Dimensional Shapes	Analyzing Comparing and Composing Shapes	End of Year Tasks
N/A	K.CC.A.3	K.CC.C.6	K.OA.A.1	K.CC.A.1	K.MD.C.4	K.CC.B.4	Various See Curriculum Map for details
	K.CC.B.4	K.CC.C.7	K.OA.A.2	K.CC.A.2	K.G.A.1	K.G.B.5	
	K.CC.B.5	K.MD.A.1	K.OA.A.3	K.CC.A.3	K.G.A.2	K.G.B.6	
	K.OA.A.3	K.MD.A.2	K.OA.A.4	K.CC.B.4	K.G.A.3		
	K.MD.C.4	K.MD.B.3	K.OA.A.5	K.CC.B.5	K.G.B.4		
				K.NBT.A.1			
				K.MD.B.3			

Key:

Major Content	Additional Content
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Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.

Use the following guide as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions.

[Pacing and Preparation Guide \(Omissions\)](#)



Introduction

Destination 2025, Shelby County Schools' 10-year strategic plan, is designed not only to improve the quality of public education, but also to create a more knowledgeable, productive workforce and ultimately benefit our entire community.

What will success look like?



In order to achieve these ambitious goals, we must collectively work to provide our students with high quality, college and career ready aligned instruction. The Tennessee State Standards provide a common set of expectations for what students will know and be able to do at the end of a grade. The State of Tennessee provides two sets of standards, which include the Standards for Mathematical Content and The Standards for Mathematical Practice. The Content Standards set high expectations for all students to ensure that Tennessee graduates are prepared to meet the rigorous demands of mathematical understanding for college and career. The eight Standards for Mathematical Practice describe the varieties of expertise, habits of mind, and productive dispositions that educators seek to develop in all students. The Tennessee State Standards also represent three fundamental shifts in mathematics instruction: **focus, coherence and rigor**.

Instructional Shifts for Mathematics





Curriculum and Instruction – Mathematics

Quarter 1

Grade: Kindergarten

The **Standards for Mathematical Practice** describe varieties of expertise, habits of minds and productive dispositions that mathematics educators at all levels should seek to develop in their students. These practices rest on important National Council of Teachers of Mathematics (NCTM) “processes and proficiencies” with longstanding importance in mathematics education. Throughout the year, students should continue to develop proficiency with the eight Standards for Mathematical Practice. The following are the eight Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of them.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

This curriculum map is designed to help teachers make effective decisions about what mathematical content to teach so that ultimately our students can reach Destination 2025. Throughout this curriculum map, you will see resources as well as links to tasks that will support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around the content standards and mathematical practice standards that teachers should consistently access. For a full description of each, click on the links below.

[Tennessee Mathematics Content Standards](#)

[Standards for Mathematical Practice](#)

[Literacy Skills for Mathematical Proficiency](#)



Structure of the Standards

Structure of the TN State Standards include:

- **Content Standards** - Statements of what a student should know, understand, and be able to do.
- **Clusters** - Groups of related standards. Cluster headings may be considered as the big idea(s) that the group of standards they represent are addressing. They are therefore useful as a quick summary of the progression of ideas that the standards in a domain are covering and can help teachers to determine the focus of the standards they are teaching.
- **Domains** - A large category of mathematics that the clusters and their respective content standards delineate and address. For example, Number and Operations – Fractions is a domain under which there are a number of clusters (the big ideas that will be addressed) along with their respective content standards, which give the specifics of what the student should know, understand, and be able to do when working with fractions.
- **Conceptual Categories** – The content standards, clusters, and domains in the 9th-12th grades are further organized under conceptual categories. These are very broad categories of mathematical thought and lend themselves to the organization of high school course work. For example, Algebra is a conceptual category in the high school standards under which are domains such as Seeing Structure in Expressions, Creating Equations, Arithmetic with Polynomials and Rational Expressions, etc.



How to Use the Maps

Overview

An overview is provided for each quarter and includes the topics, focus standards, intended rigor of the standards and foundational skills needed for success of those standards.

Your curriculum map contains four columns that each highlight specific instructional components. Use the details below as a guide for information included in each column.

Tennessee State Standards

TN State Standards are located in the left column. Each content standard is identified as Major Content or Supporting Content. A key can be found at the bottom of the map.

Content

This section contains learning objectives based upon the TN State Standards. Best practices tell us that clearly communicating measurable objectives lead to greater student understanding. Additionally, essential questions are provided to guide student exploration and inquiry.

Instructional Support

District and web-based resources have been provided in the Instructional Support column. You will find a variety of instructional resources that align with the content standards. The additional resources provided should be used as needed for content support and scaffolding.

Vocabulary and Fluency

The inclusion of vocabulary serves as a resource for teacher planning and for building a common language across K-12 mathematics. One of the goals for Tennessee State Standards is to create a common language, and the expectation is that teachers will embed this language throughout their daily lessons. In order to aid your planning, we have also included a list of fluency activities for each lesson. It is expected that fluency practice will be a part of your daily instruction. (Note: Fluency practice is not intended to be speed drills, but rather an intentional sequence to support student automaticity. Conceptual understanding must underpin the work of fluency.)

Instructional Calendar

As a support to teachers and leaders, an instructional calendar is provided **as a guide**. Teachers should use this calendar for effective planning and pacing, and leaders should use this calendar to provide *support* for teachers. Due to variances in class schedules and differentiated support that may be needed for students' adjustment to the calendar may be required



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Quarter 1

Grade: Kindergarten

First 2 Weeks – Staggered Enrollment/Routines/Procedures/Inventory Module 1: Numbers to 10 (Topics A-G)

The chart below includes the standards that will be addressed in this quarter, the type of rigor the standards address, and foundational skills needed for mastery of these standards. Consider using these foundational standards to address student gaps during intervention time as appropriate for students.

Focus Grade Level Standard	Type of Rigor	Foundational Standards
K.MD.B.4	Conceptual Understanding	K.MD.A.2, K.CC.B.5, K.CC.B.6
K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c	Conceptual Understanding	PK.CC.1, PK.CC.2, PK.CC.3
K.CC.B.5	Conceptual Understanding	PK.CC.4
K.OA.A.3	Conceptual Understanding	PK.CC.1, PK.CC.2, PK.CC.3



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Quarter 1

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	VOCABULARY/FLUENCY
Numbers to 10			
<p>Domain: Measurement and Data Cluster K.MD.C: Classify objects and count the number of objects</p> <p>➤ K.MD.B.4 Sort a collection of objects into a given category. Compare the categories by group size.</p>	<p>Essential Questions</p> <ul style="list-style-type: none"> How do I tell if two objects are exactly the same or not the same? How do we find two similar objects? How do we classify items into categories? How do we sort by count in columns and rows? How does counting tell you how many? How do we order and write numerals? How can we count objects in many different configurations? <p>Topic A: Attributes of Two Related Objects</p> <p>Objectives/Learning Targets</p> <ul style="list-style-type: none"> Lesson 1: I can analyze to find two objects that are exactly the same or not exactly the same (K.MD.C.4) Lesson 2: I can analyze to find two similar objects – these are the same but..... (K.MD.C.4) Lesson 3: I can classify to find two objects that share a visual pattern, color, and use. (K.MD.C.4) 	<p>Eureka Parent Newsletter: Topic A</p> <p>Pacing Considerations:</p> <p>Combine Lessons 1 and 2 if students are competent in recognizing and discussing subtle differences in the attributes of objects. Review both lessons and choose the problems that align to the depth of knowledge the standard requires and meets the needs of your students in both the concept development, problem set and exit ticket.</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> Lesson 28: Sort Objects <p>Zearn – Numbers to 5</p> <p>Embarc.online – Module 1</p> <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> Sorting and Counting 	<p>Vocabulary Add, count, compare, decompose, five frame, numeral, number, ten frame, total</p> <p><i>Terminology for engage^{ny}:</i> exactly the same, not exactly the same, the same – but, match, sort, how many, hidden partners, counting path, number story, zero, number sentence, 5-group, 5 frame, rows and columns, number path, 1 more, 1 less</p> <p>Fluency Practice:</p> <p>Lesson 1: Counting Beans & Fingers (to 3) Show Me the Beans (to 5) Counting with Number Glove (to 3)</p> <p>Lesson 2: Hands Number Line (to 3) Show Me Fingers (to 3) Finger Flashes (to 3)</p> <p>Lesson 3: Counting Beans & Fingers (to 5) Show Me the Beans (to 5) Counting with Number Glove (to 5)</p>



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	VOCABULARY/FLUENCY
<p>Domain: Measurement and Data Cluster K.MD.C: Classify objects and count the number of objects</p> <p>➤ K.MD.B.4 Sort a collection of objects into a given category. Compare the categories by group size.</p> <p>Domain: Counting and Cardinality Cluster K.CC.B: Count to tell the number of objects</p> <p>■ K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>■ K.CC.B.4a When counting objects, say the number names in the standard order, using one to one correspondence.</p> <p>■ K.CC.B.4b Recognize that the last number said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	<p>Topic B: Classify to Make Categories and Count</p> <p>Objectives/Learning Targets</p> <ul style="list-style-type: none"> • Lesson 4, 5: I can classify items into two predetermined categories, three categories, determine the count in each and reason about how the last number named determines the total. (K.MD.C.4, K.CC.B.4a, K.CC.B.4b) • Lesson 6: I can sort categories by count. I can identify categories with 2,3, and 4 within a given scenario. (K.MD.C.4, K.CC.B.4a, K.CC.B.4b) 	<p>Eureka Parent Newsletter: Topic B</p> <p>Pacing Considerations: No pacing suggestions recommended</p> <p>Additional instructional resources for enrichment/remediation: Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Lesson 1: Understand Counting <p>Zearn – Numbers to 5</p> <p>Embarc.online – Module 1</p> <p>Videos: Classifying objects</p> <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> • Sorting and Classifying • Numerals and Counting to 10 • Counting with One-to-One Correspondence • Counting Objects in a set <p>Task Bank: Counting Balls (K.CC.B.4, K.CC.B5) Counting Mat (K.CC.B.4) Goody Bags (K.CC.B.4) KCC.4 & K.CC.5 Tasks</p>	<p>Fluency Practice:</p> <p>Lesson 4: Show Me Fingers (to 5) Finger Flashes (to 5) Rekenrek (to 5)</p> <p>Lesson 5: Green Light, Red Light (to 5) Pop Up Number Birthday Candles</p> <p>Lesson 6: Happy Counting (to 5) Counting Around the Circle to 5</p>



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Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	VOCABULARY/FLUENCY
<p>Domain: Counting and Cardinality Cluster K.CC.B: Count to tell the number of objects</p> <ul style="list-style-type: none"> ■ K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. ■ K.CC.B.4a When counting objects, say the number names in the standard order, using one to one correspondence. ■ K.CC.B.4b Recognize that the last number said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. ■ K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. <p>Domain: Operations and Algebraic Thinking Cluster K.OA.A: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <ul style="list-style-type: none"> ■ K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$). 	<p>Topic C: Numbers to Five in Different Configurations, Math Drawings and Expressions</p> <p>Objectives/Learning Targets</p> <ul style="list-style-type: none"> • Lesson 7: I can sort by count in vertical columns and horizontal rows (linear configurations to 5). Match numerals on cards. (K.CC.B.4a, K.CC.B.4b, K.CC.B.5) • Lesson 8: I can answer how many questions to 5 in linear configurations (5-group), with 4 in an array configuration. Compare ways to count five fingers. (KK.CC.5) • Lesson 9: I can find hidden partners within linear and array dot configurations of numbers 3, 4, and 5 (K.OA.A.3) • Lesson 10: I can find hidden partners within circular and scattered dot configurations of numbers 3, 4 and 5. (K.OA.A.3) • Lesson 11: I can model decompositions of 3 with materials drawings and expressions. <i>I can</i> represent the decomposition as $1 + 2$ and $2 + 1$. (K.OA.A.3) 	<p>Eureka Parent Newsletter: Topic C</p> <p>Pacing Considerations:</p> <p>No pacing suggestions recommended</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Lesson 2: Count 1,2,3 • Lesson 3: Count 4 • Lesson 4: Count 5 <p>Zearn – Numbers to 5</p> <p>Embarc.online – Module 1</p> <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> • Numerals and Counting to 10 • Counting with One-to-One Correspondence • Counting Objects in a set <p>Task Bank:</p> <p>Counting Balls (K.CC.B.4, K.CC.B5)</p> <p>Counting Mat (K.CC.B.4)</p> <p>Goody Bags (K.CC.B.4)</p> <p>KCC.4 & K.CC.5 Tasks</p>	<p>Fluency Practice:</p> <p>Lesson 7: Sunrise/Sunset Counting (to 5) Rekenrek Roller Coaster (to 5) Roll, Grab, Count</p> <p>Lesson 8: Finger Counting (to 5) How Many Dots? Show Me Another Way</p> <p>Lesson 9: Hands Number Line (to 5) 5-Frame (Group) Peek-a-Boo Roll, Count, Show</p> <p>Lesson 10: Line up, Sprinkle, Circle Finger Counting (to 5) 5 – Frames – Counting Dots & Spaces</p> <p>Lesson 11: Making 3 with Triangles & Beans Making 3 Finger Combinations</p>



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	VOCABULARY/FLUENCY
<p>Domain: Counting and Cardinality Cluster: Know number names and the count sequence</p> <p>■ K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.</p> <p>Domain: Counting and Cardinality Cluster K.CC.B: Count to tell the number of objects</p> <p>■ K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>■ K.CC.B.4a When counting objects, say the number names in the standard order, using one to one correspondence.</p> <p>■ K.CC.B.4b Recognize that the last number said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>■ K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>	<p>Topic D: The Concept of Zero and Working with Numbers 0-5</p> <p>Objectives/Learning Targets</p> <ul style="list-style-type: none"> ● Lesson 12: I can understand the meaning of zero. Write the numeral 0. ● Lesson 13: I can order and write numerals 0-3 to answer how many questions. (K.CC.A.3, K.CC.B.4a, K.CC.B.4b) ● Lesson 14: I can write numerals 1-3. <i>I can</i> represent decompositions with materials, drawings, and equations, $3 = 2 + 1$ and $3 = 1 + 2$. (K.CC.A.3, K.OA.A.3) ● Lesson 15: I can order and write numerals 4 and 5 to answer how many questions in categories; sort by count. (K.CC.A.3, K.CC.B.5, K.MD.B.3) ● Lesson 16: I can write numbers 1-5 in order. <i>I can</i> answer and make drawings of decompositions of 4 and 5 without equations. (K.CC.A.3, K.OA.A.3) <p>Complete Mid Module Assessment – the data on the assessment is to be used for the Kindergarten report card. Please see Kindergarten Assessment Handbook for additional details.</p>	<p>Eureka Parent Newsletter: Topic D</p> <p>Pacing Considerations:</p> <p>Combine Lessons 12 and 13. Review both lessons and choose the problems that align to the depth of knowledge the standard requires and meets the needs of your students in both the concept development, problem set and exit ticket.</p> <p>Lessons 12, 13, 15, 18, 20, 22, 24, and 26 include numeral formation along with counting and cardinality concepts. In prioritizing a focus within each lesson (e.g., if reducing the instructional time for numeral writing), take care not to inadvertently omit the teaching of math concepts within the same lesson (e.g., cardinality, conservation, and counting in varied configurations).</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> ● Lesson 2: Count 1,2,3 ● Lesson 3: Count 4 ● Lesson 4: Count 5 <p>Zearn – Numbers to 5</p>	<p>Fluency Practice:</p> <p>Lesson 13: Show Me Fingers (include 0) Rekenrek Roller Coaster (to 6)</p> <p>Lesson 14: Making 3 with Triangles & Beans Making 3 Finger Combinations Hide and See</p> <p>Lesson 15: Beep Number (to 5) Birthday Cake Number Order See, Count, Write Numbers (to 3)</p> <p>Lesson 16: Take the Cake Making 4 with Squares & Beans</p>



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	VOCABULARY/FLUENCY
		<p>Embarc.online – Module 1</p> <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> • Sorting and Classifying • Numerals and Counting to 10 • Counting with One-to-One Correspondence • Counting Objects in a set <p>Task Bank:</p> <p>Counting Balls (K.CC.B.4, K.CC.B5)</p> <p>Counting Mat (K.CC.B.4)</p> <p>Goody Bags (K.CC.B.4)</p> <p>KCC.4 & K.CC.5 Tasks</p> <p>Bags of Stuff (K.CC.A.3)</p> <p>Number Tic Tac Toe (K.CC.A.3)</p>	
<p>Domain: Counting and Cardinality Cluster: Know number names and the count sequence</p> <p>■ K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.</p> <p>Domain: Counting and Cardinality Cluster K.CC.B: Count to tell the number of objects</p> <p>■ K.CC.B.4 Understand the relationship between numbers and quantities; connect</p>	<p>Topic E: Working with Numbers 6-8 in Different Configurations</p> <p>Objectives/Learning Targets</p> <ul style="list-style-type: none"> • Lesson 17: I can count 4-6 objects in vertical and horizontal linear configurations. <i>I can</i> match 6 objects to the numeral 6. (K.CC.B.4a, K.CC.B.4b, K.CC.B.5) • Lesson 18: I can count 4-6 objects in circular and scattered configurations. <i>I can</i> count 6 items out of a larger set and 	<p>Eureka Parent Newsletter: Topic E</p> <p>Pacing Considerations:</p> <p>Lessons 12, 13, 15, 18, 20, 22, 24, and 26 include numeral formation along with counting and cardinality concepts. In prioritizing a focus within each lesson (e.g., if reducing the instructional time for numeral writing), take care not to inadvertently omit the teaching of math concepts within the same lesson (e.g., cardinality, conservation, and counting in</p>	<p>Fluency Practice:</p> <p>Lesson 17: Sunrise/Sunset Counting (to 10) How Many Dots? Birthday Candles</p> <p>Lesson 18: Beep Number (to 10) Birthday Cake Number Order 5-Groups in Corners (4 & 5)</p> <p>Lesson 19: 5-Groups (Count on from 5) Rekenrek Roller Coaster (to 7) Show Me Beans (to 6)</p> <p>Lesson 20: Show Me Another Way (to 6 &</p>



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<p>counting to cardinality.</p> <ul style="list-style-type: none"> ■ K.CC.B.4a When counting objects, say the number names in the standard order, using one to one correspondence. ■ K.CC.B.4b Recognize that the last number said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. ■ K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. 	<p>write numerals 1-6 in order. (K.CC.A.3, K.CC.B.4a, K.CC.4b, K.CC.B.5)</p> <ul style="list-style-type: none"> • Lesson 19: I can count 5-7 linking cubes in linear configurations. <i>I can</i> match with numeral 7. I can count on fingers from 1 to 7, and connect to 5-group images. (K.CC.B.4a, K.CC.B.4b, K.CC.B.5) • Lesson 20: I can reason about sets of 7 varied objects in circular and scattered configurations. <i>I can</i> find a path through the scattered configurations, and write the numeral 7. Ask, “How is your seven different than mine?” (K.CC.A.3, K.CC.B.5) • Lesson 21: I can compare counts of 8. Match with numeral 8. (K.CC.4a, K.CC.4b) • Lesson 22: I can arrange and strategize to count 8 beans in circular (around a cup) and scattered configurations. <i>I can</i> write the numeral 8. I can find a path through the scattered set, and compare paths with a partner. (K.CC.A.3, K.CC.4a, K.CC.4b) 	<p>varied configurations).</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Lesson 7: Count 6 and 7 • Lesson 9: Count 8 and 9 <p>Zearn – Numbers to 10</p> <p>Embarc.online – Module 1</p> <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> • Sorting and Classifying • Numerals and Counting to 10 • Counting with One-to-One Correspondence • Counting Objects in a set <p>Videos:</p> <p>Counting with Small Numbers</p> <p>Task Bank:</p> <p>Counting Balls (K.CC.B.4, K.CC.B5)</p> <p>Counting Mat (K.CC.B.4)</p> <p>Goody Bags (K.CC.B.4)</p> <p>KCC.4 & K.CC.5 Tasks</p> <p>Bags of Stuff (K.CC.A.3)</p> <p>Number Tic Tac Toe (K.CC.A.3)</p>	<p>7)</p> <p>Hands Number Line (to 7)</p> <p>Lesson 21: Counting with Number Glove (to 8) Finger Flashes (to 8) Happy Counting (to 8)</p> <p>Lesson 22: 1,2,3, Stand on 10 5-Frame (Group) Peek-a-Boo Making 4 with Square & Beans</p>



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Quarter 1

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	VOCABULARY/FLUENCY
<p>Domain: Counting and Cardinality Cluster: Know number names and the count sequence</p> <p>■ K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.</p> <p>Domain: Counting and Cardinality Cluster K.CC.B: Count to tell the number of objects</p> <p>■ K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>■ K.CC.B.4a When counting objects, say the number names in the standard order, using one to one correspondence.</p> <p>■ K.CC.B.4b Recognize that the last number said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>■ K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>	<p>Topic F: Working with Numbers 9-10 in Different Configurations</p> <p>Objectives/Learning Targets</p> <ul style="list-style-type: none"> ● Lesson 23: I can organize and count 9 varied geometric objects in linear and array (3 threes) configurations. <i>I can</i> place objects on 5-group mat. Match with numeral 9. (K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.5) ● Lesson 24: I can strategize to count 9 objects in circular (around a paper plate) and scattered configurations printed on paper. <i>I can</i> write the numeral 9. <i>I can</i> represent a path through the scatter count with a pencil and number each object. (K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.5) ● Lesson 25-26: I can count 10 objects in linear and array configurations (2 fives). Match with the numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10. (K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.5) ● Lesson 27: I can count 10 objects, and move between all configurations. (K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5) ● Lesson 28: I can act out result unknown story problems without equations. (K.CC.B.5) 	<p>Eureka Parent Newsletter: Topic F</p> <p>Pacing Considerations:</p> <p>Lessons 12, 13, 15, 18, 20, 22, 24, and 26 include numeral formation along with counting and cardinality concepts. In prioritizing a focus within each lesson (e.g., if reducing the instructional time for numeral writing), take care not to inadvertently omit the teaching of math concepts within the same lesson (e.g., cardinality, conservation, and counting in varied configurations).</p> <p>Combine Lessons 27 and 28 . Review both lessons and choose the problems that align to the depth of knowledge the standard requires and meets the needs of your students in both the concept development, problem set and exit ticket.</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> ● Lesson 11: Count 10 <p>Zearn – Numbers to 10</p> <p>Embarc.online – Module 1</p>	<p>Fluency Practice:</p> <p>Lesson 23: Rekenrek Roller coaster (to 10) Show Me Beans (to 10)</p> <p>Lesson 24: Hands Number Line (to 10) Roll, Count, Show (may use 2 dice) Hide and See (to 5)</p> <p>Lesson 25: 1,2,3, Stand on 10 5 Shortcut</p> <p>Lesson 26: Match Movements to Counts See, Count, Write Numbers (to 10)</p> <p>Lesson 27: Rekenrek Roller Coaster (to 10) Line up, Sprinkle, Circle 5-Groups in Corners (4 & 5)</p> <p>Lesson 28: How many? Wet Dog Counting</p>



Curriculum and Instruction – Mathematics

Quarter 1

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	VOCABULARY/FLUENCY
		<p>I-Ready Lessons:</p> <ul style="list-style-type: none"> • Sorting and Classifying • Numerals and Counting to 10 • Counting with One-to-One Correspondence • Counting Objects in a set <p>Task Bank:</p> <p>Counting Balls (K.CC.B.4, K.CC.B5)</p> <p>Counting Mat (K.CC.B.4)</p> <p>Goody Bags (K.CC.B.4)</p> <p>KCC.4 & K.CC.5 Tasks</p>	
<p>Domain: Counting and Cardinality Cluster K.CC.B: Count to tell the number of objects</p> <ul style="list-style-type: none"> ■ K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. ■ K.CC.B.4a When counting objects, say the number names in the standard order, using one to one correspondence. ■ K.CC.B.4b Recognize that the last number said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. ■ K.CC.B.4c Recognize that each successive number name refers to a quantity that is one greater. 	<p>Topic G: One More with Numbers 0-10 Lesson 29</p> <p>Objectives/Learning Targets</p> <ul style="list-style-type: none"> • Lesson 29: I can order and match numeral and dot card from 1 to 10. State one more than a given number. (K.CC.B.4a, K.CC.B.4b, K. CC.4c) • Lesson 33: I can order quantities from 10 to 1, and match numerals. (K.CC.B.4a, K.CC.B.4b, K. CC.4c) 	<p>Eureka Parent Newsletter: Topic G</p> <p>Pacing Considerations:</p> <p>Combine Lessons 31 and 32. Review both lessons and choose the problems that align to the depth of knowledge the standard requires and meets the needs of your students in both the concept development, problem set and exit ticket.</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Lesson 5: Compare within 5 • Lesson 12: Compare within 10 	<p>Fluency Practice:</p> <p>Lesson 29: Beep Number (to 10) Tell the Hidden Number Piggy Bank Pennies</p> <p>Lesson 33: 1,2,3, Stand on 10 Make It Equal Domino Dots</p>



Curriculum and Instruction – Mathematics

Quarter 1

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	VOCABULARY/FLUENCY
		<p>Zearn – Numbers to 10</p> <p>Embarc.online – Module 1</p> <p>I-Ready Lessons:</p> <ul style="list-style-type: none">• Sorting and Classifying• Numerals and Counting to 10• Counting with One-to-One Correspondence• Counting Objects in a set <p>Task Bank:</p> <p>Counting Balls (K.CC.B.4, K.CC.B5)</p> <p>Counting Mat (K.CC.B.4)</p> <p>Goody Bags (K.CC.B.4)</p> <p>KCC.4 & K.CC.5 Tasks</p>	



Curriculum and Instruction – Mathematics

Quarter 1

Grade: Kindergarten

RESOURCE TOOLBOX

The Resource Toolbox provides additional support for comprehension and mastery of grade-level skills and concepts. Incorporated materials may assist educators with grouping, enrichment, remediation, and differentiation.

NWEA MAP Resources: https://teach.mapnwea.org/assist/help_map/ApplicationHelp.htm#UsingTestResults/MAPReportsFinder.htm - Sign in and Click the Learning Continuum Tab – this resources will help as you plan for intervention, and differentiating small group instruction on the skill you are currently teaching. (Four Ways to Impact Teaching with the Learning Continuum)
<https://support.nwea.org/khanrit> - These Khan Academy lessons are aligned to RIT scores.

Textbook Resources

[Engage NY/Eureka Math Teacher Support](#)

CCSS

[Tennessee Math Standards](#)

Videos

[Teaching Math: A Video Library K-4](#)

[SEDL: CCSS Online Video Series](#)

[NCTM Common Core Videos](#)

Interactive Manipulatives

[Library of Virtual Manipulatives](#)

[Math Playground](#)

[Think Central](#)

[Learnzillion](#)

Additional Sites

[Kindergarten Math Activities](#)

[Illustrative Mathematics K](#)

[Mathematical Practices Posters](#)

Other

Use this guide as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions.

[Pacing and Preparation Guide \(Omissions\)](#)

[Parent Roadmap](#)

[Parent Newsletters](#)



SHELBY COUNTY SCHOOLS 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE K

August 2018

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
			1	2	3	
	6 <i>1st Day of School</i>	7	8	9	10	
	<i>Stagger Enrollment</i>					
	13	14	15	16	17	
	<i>Routines/Procedures/KEI Assessment</i>					
Module 1	20 Topic A: Lessons 1/2 Combined	21 Lesson 3	22 Topic B: Lesson 4	23 Lesson 5	24 Lesson 6	Combine Lesson 1 and 2
Module 1	27 Topic C: Lesson 7	28 Lesson 8	29 Lesson 9	30 Lesson 10	31 Lesson 11	



SHELBY COUNTY SCHOOLS 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE K



September 2018

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 1	3 <i>Labor Day (Out)</i>	4 Topic D: Lessons 12/13 Combined	5 Lesson 14	6 Lesson 15	7 Lesson 16	<p>Combine Lesson 12 and 13</p> <p>Kindergarten assessments should be given in a one to one setting. While the teacher is testing, students not testing should be engaged in intentional mathematical activities intended to strengthen their understanding. For additional guidance please refer to the Kindergarten Assessment Handbook.</p> <p>Note: <i>Flex days</i> are included in the instructional calendar to allow opportunities for review, district testing, portfolio testing, tasks and other school-based activities. (See curriculum map for Task Bank)</p>
Module 1	10 M1: Mid Module Assessment	11 M1: Mid Module Assessment	12 M1: Mid Module Assessment Complete	13 Topic E: Lesson 17 <i>Parent Conferences</i>	14 Lesson 18	
Module 1	17 Lesson 19	18 Lesson 20	19 Lesson 21	20 Lesson 22	21 Flex Day	
Module 1	24 Topic F: Lesson 23	25 Lesson 24	26 Lesson 25	27 Lesson 26	28 Lesson 27/28	



SHELBY COUNTY SCHOOLS 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE K





SHELBY COUNTY SCHOOLS 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE K

October 2018

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 1	1 Topic G: Lesson 29	2 Lesson 30	3 Lessons 31/32 Combined	4 Flex (NWEA) Day	5 Flex Day <i>End of 1st Nine Weeks</i>	<p>Combine Lesson 31 and 32</p> <p>Kindergarten assessments should be given in a one to one setting. While the teacher is testing, students not testing should be engaged in intentional mathematical activities intended to strengthen their understanding. For additional guidance please refer to the Kindergarten Assessment Handbook.</p>
	8	9	10	11	12	
	<i>Fall Break</i>					
	<i>Columbus Day</i>					
Module 1	15 Topic H: Lesson 33 <i>Begin 2nd Nine Weeks</i>	16 Lesson 34	17 Lesson 35	18 Lesson 36 (Omit Lesson 37)	19 M1: End of Module Assessment	<p>Note: <i>Flex days</i> are included in the instructional calendar to allow opportunities for review, district testing, portfolio testing, tasks and other school-based activities. (See curriculum map for Task Bank)</p>
Complete Module 1 Begin Module 3	22 M1: End of Module Assessment	23 M1: End of Module Assessment Complete	24 Module 3: Topic A: Lesson 1	25 Lesson 2	26 Lesson 3	
Module 3	29 Topic B: Lesson 5 Omit Lesson 4	30 Lesson 6 Omit Lesson 7	31 Topic C: Lesson 8/9 Combined <i>Halloween</i>	1	2	<p>Omit Lesson 4 Omit Lesson 7 Combine Lesson 8 and 9</p>