



Mathematics
Grade K – Year at a Glance
2018-2019



Table with 8 columns: Dates, Module 1 (Aug. 20 – Oct. 23), Module 2 (Oct. 24 – Nov. 7), Module 3 (Nov. 8 – Jan. 14), Module 4 (Jan. 15 – Mar. 27), Module 5 (Mar. 28 – May), Module 6 (May 8 – May 17), and Tasks (May 20-23). Rows include assessment types and specific standards like K.CC.A.3, K.MD.C.4, etc.

Key:

Key table with two columns: Major Content (green background) and Additional Content (white background).

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 3

## 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.



### Grade K Quarter 3 Overview

**Module 4: Number Pairs, Addition and Subtraction to 10**

**Module 5: Numbers 10-20 and Counting to 100 (to be continued in Q4)**

*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.CC.A.1	Procedural Fluency	Introductory
K.OA.A.1	Conceptual Understanding	Introductory
K.OA.A.2	Procedural Fluency/ Application	K.OA.1
K.OA.A.3	Conceptual Understanding	K.OA.1, K.OA.2
K.OA.A.4	Conceptual Understanding	K.OA.2, K.OA.3
K.NBT.A.1	Procedural Fluency	K.OA.2, K.OA.3
K.MD.B.3	Conceptual Understanding	Introductory



# Curriculum and Instruction –Mathematics

Quarter 3

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<b>Module 4: Number Pairs, Addition and Subtraction to 10 (to be continued in Q4)</b>			
<i>Note: There are multiple opportunities throughout this module to introduce students to the nickel as students are composing and decomposing the number 5. The lessons that could include the use of the nickel are notated with an  after the lesson. When planning for these lessons include language about the value of a nickel in order to continue student understanding of K.MD.B.3.</i>			
<p><b>Domain:</b> Operations and Algebraic Thinking  <b>Cluster:</b> <b>K.OA.A</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>■ <b>K.OA.A.3</b> Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., <math>5=2+3</math> and <math>5=4+1</math>) by using objects or drawings. Record each decomposition using a drawing or writing an equation.</p> <p><b>Domain:</b> Measurement  <b>Cluster:</b> Describe and compare measurable attributes</p> <p>➤ <b>K.MD.B.3</b> Identify the penny nickel, dime, and quarter and recognize the value of each.</p>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How can I model composition and decomposition of 5?</li> <li>• How do you know which number is greater than another?</li> <li>• How can you find the number that is 1 or 2 more or fewer than another number?</li> <li>• How does moving two groups of objects together help you know how many objects are there in all?</li> <li>• How can you act out a number story about things taken away?</li> </ul> <p><b>Topic B: Decompositions of 6, 7, and 8 into Number Pairs</b></p> <ul style="list-style-type: none"> <li>• <b>When using 5 group cards consider customizing your lessons to use pennies and nickels to help students continue their mastery of K.MD.B.3.</b></li> </ul> <p><b>Learning Targets/ Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 9:</b> I can model decompositions of 8 using a story situation, arrays, and number bonds. <b>(K.OA.A.3)</b></li> <li>• <b>Lesson 10:</b> I can model decompositions of 6-8 using linking cube sticks to see patterns. <b>(K.OA.A.3)</b></li> </ul>	<p><a href="#">Eureka Parent Newsletter: Topic B</a></p> <p><b>Pacing Considerations:</b></p> <p>No pacing considerations recommended</p> <p><b>Additional instructional resources for enrichment/remediation:</b>  <a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons:</b></p> <ul style="list-style-type: none"> <li>• Lesson 8: <a href="#">Make 6 and 7</a></li> <li>• Lesson 10: <a href="#">Make 8 and 9</a></li> </ul> <p><a href="#">Zearn</a>            Numbers to 10</p> <p><a href="#">Embarc.online Module 4</a></p> <p><b>Videos:</b>  <a href="#">Marbles in a Jar</a> (K.OA.A.3)</p> <p><b>I-Ready Lessons:</b></p> <ul style="list-style-type: none"> <li>• Composing and Decomposing with 10 as a Benchmark</li> <li>• Complements of 10</li> <li>• Addition Facts for 10</li> </ul> <p><b>Task Bank:</b></p>	<p><b>Vocabulary</b>            Addition, Addition and Subtraction Sentences, make 10, Minus, Number Bond, Number Pairs or Partners, Part, Put Together, Subtraction, take apart, Take Away, Whole</p> <p>Familiar Terms and Symbols            5-group, Equals, Hidden partners, Number Sentence, Number Story, Numbers, Plus</p> <p><b>Fluency Practice:</b></p> <p><b>Lesson 7-</b> Number Bond Flash, 5-Group on the Dot Path, Make 6 Matching Game</p> <p><b>Lesson 8-</b> Say Ten Push-Ups, Snap, Comparing Towers</p> <p><b>Lesson 9-</b> Making 8 with Squares and Beans, Hidden Numbers,</p> <p><b>Lesson 10-</b> Sprint: Make 6</p> <p><b>Lesson 11-</b> Take Apart Groups of Circles, Finger Number Pairs, Make 7 Matching Game</p> <p><b>Lesson 12-</b> Draw More to Make 5, 5-Group Hands,</p>

<p>■ Major Content</p>	<p>➤ Supporting Content</p>
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# Curriculum and Instruction –Mathematics

Quarter 3

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
	<ul style="list-style-type: none"> <li>• <b>Lesson 11:</b> I can represent decompositions for 6-8 using horizontal and vertical number bonds. (K.OA.A.3)</li> <li>• <b>Lesson 12*:</b> I can use the 5 groups to represent the 5 + n pattern to 8. (K.OA.A.3, K.MD.B.3)</li> </ul>	<p><a href="#">Shake and Spill (K.OA.A.3)</a></p>	<p>5-Group on the Dot Path</p>
<p><b>Domain:</b> Operations and Algebraic Thinking <b>Cluster:</b> K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>■ <b>K.OA.A.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the standards)</p> <p>■ <b>K.OA.A.2</b> Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.</p> <p><b>Domain:</b> Measurement <b>Cluster:</b> Describe and compare measurable attributes</p> <p>➤ <b>K.MD.B.3</b> Identify the penny, nickel, dime, and quarter and recognize the value of each.</p>	<p><b>Topic C: Addition with Totals of 6, 7, and 8</b></p> <ul style="list-style-type: none"> <li>• <b>When using 5 group cards consider customizing your lessons to use pennies and nickels to help students continue their mastery of K.MD.B.3.</b></li> </ul> <p><b>Learning Targets/ Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 13*:</b> I can Represent decomposition and composition addition stories to 6 with drawings and equations with no unknown. (K.OA.A.1, K.OA.A.2, K.MD.B.3)</li> <li>• <b>Lesson 14:</b> I can Represent decomposition and composition addition stories to 7 with drawings and equations with no unknown. (K.OA.A.1, K.OA.A.2)</li> <li>• <b>Lesson 15:</b> I can Represent decompositions and compositions additions stories to 8 with drawings and equations with no unknown. (K.OA.A.1, K.OA.A.2)</li> <li>• <b>Lesson 16:</b> I can Solve <i>add to with result unknown</i> word problems to 8 with equations. Box the unknown (K.OA.A.1, K.OA.A.2)</li> <li>• <b>Lesson 17:</b> I can Solve <i>put together with total unknown</i> word problems to 8 using</li> </ul>	<p><a href="#">Eureka Parent Newsletter: Topic C</a></p> <p><b>Pacing Considerations:</b></p> <p>Combine Lesson 16 and 17: 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><b>Additional instructional resources for enrichment/remediation:</b> <a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons:</b></p> <ul style="list-style-type: none"> <li>• Lesson 18: <a href="#">Add Within 10</a></li> </ul> <p><a href="#">Zearn</a> Numbers to 10</p> <p><a href="#">Embarc.online Module 4</a></p> <p><b>Videos:</b> N/A</p> <p><b>I-Ready Lessons:</b></p> <ul style="list-style-type: none"> <li>• Addition Facts for 10</li> </ul>	<p><b>Fluency Practice:</b></p> <p><b>Lesson 13-</b> Counting the Say Ten Way with the Rekenrek, Dot Cards of 6, Draw More to Make 6</p> <p><b>Lesson 14-</b> Sprint: Make 7</p> <p><b>Lesson 15-</b> 5 Groups: Counting Dots and Spaces, Show Me Taller/Shorter, Make 8 Matching Game</p> <p><b>Lesson 16-</b> Sprint: Count up to 8</p> <p><b>Lesson 17-</b> How Many, Partners of 5</p> <p><b>Lesson 18-</b> Sprint: Make 5</p>

<p>■ Major Content</p>	<p>➤ Supporting Content</p>
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# Curriculum and Instruction –Mathematics

Quarter 3

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
	<p>objects and drawings. (K.OA.A.1, K.OA.A.2)</p> <ul style="list-style-type: none"> <li>Lesson 18: I can Solve <i>both addends unknown</i> word problems to 8 to find addition patterns in number pairs. (K.OA.A.1, K.OA.A.2)</li> </ul>	<ul style="list-style-type: none"> <li>Adding Three Numbers</li> <li>Joining Sets to Add</li> <li>Addition Facts</li> <li>Acting Out Addition and Subtraction</li> </ul> <p>Task Bank:</p> <p><a href="#">Dice Addition 1</a> (K.CC.A.3 K.OA.A.2)</p> <p><a href="#">Ten Frame Addition</a> (K.OA.A.1)</p> <p><a href="#">What's Missing?</a> (K.OA.A.2)</p>	
<p><b>Domain:</b> Operations and Algebraic Thinking <b>Cluster:</b> K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>■ <b>K.OA.A.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the standards)</p> <p>■ <b>K.OA.A.2</b> Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.</p> <p>■ <b>K.OA.A.3</b> Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., <math>5=2+3</math> and <math>5=4+1</math>) by using objects or drawings. Record each decomposition using a drawing or writing an equation.</p>	<p><b>Topic D: Subtraction from Numbers to 8</b></p> <p><b>Learning Targets/ Objectives</b></p> <ul style="list-style-type: none"> <li>Lesson 19: I can Use objects and drawings to find out <i>how many are left</i>. (K.OA.A.1, K.OA.A.2, K.OA.A.3)</li> <li>Lesson 20: I can Solve <i>take from with result unknown</i> expressions and equations using the minus sign with no unknown. (K.OA.A.1, K.OA.A.2, K.OA.A.3)</li> <li>Lesson 21: I can Represent subtraction story problems using objects, drawings, expressions, and equations. (K.OA.A.1, K.OA.A.2, K.OA.A.3)</li> <li>Lesson 22: I can Decompose the number 6 using 5-group drawings by breaking off or removing a part, and record each decomposition with a drawing and subtraction equation(K.OA.A.1, K.OA.A.2, K.OA.A.3)</li> <li>Lesson 23: I can Decompose the number 7 using 5-group drawings by hiding a part, and record each decomposition with a</li> </ul>	<p><a href="#">Eureka Parent Newsletter: Topic D</a></p> <p><b>Pacing Considerations:</b></p> <p>No pacing considerations recommended</p> <p><b>Additional instructional resources for enrichment/remediation:</b></p> <p><a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons:</b></p> <ul style="list-style-type: none"> <li>Lesson 16: <a href="#">Understand Subtraction</a></li> <li>Lesson 17: <a href="#">Subtract Within 5</a></li> <li>Lesson 20: <a href="#">Practice Facts to 5</a></li> </ul> <p><a href="#">Zearn</a></p> <p>Numbers to 10</p> <p><a href="#">Embarc.online Module 4</a></p> <p><b>Videos:</b></p> <p><a href="#">Marbles in a Jar</a> (K.OA.A.3)</p>	<p><b>Fluency Practice:</b></p> <p><b>Lesson 19-</b> Happy Counting, Building <i>1 More and 1 less</i> Towers, Make It Equal</p> <p><b>Lesson 20-</b> Sprint: Cross Out and Write How Many</p> <p><b>Lesson 21-</b> Take Away 1, Roll and Show 1 Less, Hide and See</p> <p><b>Lesson 22-</b> Sprint: Complete the Number Bond</p> <p><b>Lesson 23-</b> Happy Counting, 5-Group Hands, Take Away Fingers</p> <p><b>Lesson 24-</b> Happy Counting, Roll and Draw 5-Groups, Take Apart Groups of Circles</p>

■ Major Content	➤ Supporting Content
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# Curriculum and Instruction –Mathematics

Quarter 3

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
	<p>drawing and subtraction equation. (K.OA.A.1, K.OA.A.2, K.OA.A.3)</p> <ul style="list-style-type: none"> <li><b>Lesson 24</b> : I can Decompose the number 8 using 5-group drawings and crossing off a part, and record each decomposition with a drawing and subtraction equation. (K.OA.A.1, K.OA.A.2, K.OA.A.3)</li> </ul> <p><i>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.</i></p>	<p><b>I-Ready Lessons:</b></p> <ul style="list-style-type: none"> <li>Composing and Decomposing with 10 as a Benchmark</li> <li>Complements of 10</li> <li>Addition Facts for 10</li> <li>Taking Away to Subtract</li> <li>Counting Back to Subtract</li> </ul> <p><b>Task Bank:</b></p> <p><a href="#">Dice Addition 1 (K.CC.A.3 K.OA.A.2)</a></p> <p><a href="#">Ten Frame Addition (K.OA.A.1)</a></p> <p><a href="#">What's Missing? (K.OA.A.2)</a></p> <p><a href="#">Bobbie Bear's Buttons (K.OA.A.3)</a></p> <p><a href="#">Shake and Spill (K.OA.A.3)</a></p> <p><a href="#">Pick Two (K.OA.A.3)</a></p>	
<p><b>Domain:</b> Operations and Algebraic Thinking <b>Cluster:</b> K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>■ <b>K.OA.A.3</b> Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., <math>5=2+3</math> and <math>5=4+1</math>) by using objects or drawings. Record each decomposition using a drawing or writing an equation.</p>	<p><b>Topic E: Decompositions of 9 and 10 into Number Pairs</b></p> <p><b>Learning Targets/ Objectives:</b></p> <ul style="list-style-type: none"> <li><b>Lesson 25:</b> I can Model decompositions of 9 using a story situation, objects, and number bonds. (K.OA.A.3)</li> <li><b>Lesson 26:</b> I can Model decompositions of 9 using fingers, linking cubes, and number bonds. (K.OA.A.3)</li> <li><b>Lesson 27:</b> I can Model decompositions of 10 using a story situation, objects, and number bonds. (K.OA.A.3)</li> <li><b>Lesson 28:</b> I can Model decompositions of 10 using fingers, sets, linking cubes, and number bonds. (K.OA.A.3)</li> </ul>	<p><a href="#">Eureka Parent Newsletter: Topic E</a></p> <p><b>Pacing Considerations:</b> No pacing considerations recommended</p> <p><b>Additional instructional resources for enrichment/remediation:</b> <a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons:</b></p> <ul style="list-style-type: none"> <li>Lesson 10: <a href="#">Make 8 and 9</a></li> <li>Lesson 13: <a href="#">Make 10</a></li> </ul> <p><a href="#">Zearn</a> Numbers to 10</p>	<p><b>Fluency Practice:</b></p> <p><b>Lesson 25-</b> Rekenrek Wave, 5-Group Flashes, Take Apart the Array <b>Lesson 26-</b> Rekenrek Wave, Race to 5 Addition, Make 9 Matching Game <b>Lesson 27-</b> Rekenrek Wave, What Is Less?, Take Apart the Array <b>Lesson 28-</b> Race to 0 Subtraction Game, Number Bond Bracelet, Make 10 Memory Game</p>



# Curriculum and Instruction –Mathematics

Quarter 3

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
		<p><a href="#">Embarc.online Module 4</a></p> <p>Videos:  <a href="#">Marbles in a Jar</a> (K.OA.A.3)</p> <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> <li>Composing and Decomposing with 10 as a Benchmark</li> <li>Complements of 10</li> <li>Addition Facts for 10</li> </ul> <p>Task Bank:  <a href="#">Bobbie Bear’s Buttons (K.OA.A.3)</a>  <a href="#">Shake and Spill (K.OA.A.3)</a>  <a href="#">Make 9 (K.OA.A.3)</a></p>	
<p><b>Domain:</b> Operations and Algebraic Thinking  <b>Cluster:</b> K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>■ <b>K.OA.A.2</b> Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.</p>	<p><b>Topic F: Addition with Totals of 9 and 10</b></p> <p><b>Learning Targets/Objectives:</b></p> <ul style="list-style-type: none"> <li><b>Lesson 29:</b> I can represent pictorial decomposition and composition addition stories to 9 with 5-group drawings and equations with no unknown. <b>(K.OA.A.2)</b></li> <li><b>Lesson 30:</b> I can represent pictorial decomposition and composition addition stories to 10 with 5-group drawings and equations with no unknown. <b>(K.OA.A.2)</b></li> <li><b>Lesson 31:</b> I can solve <i>add to with total unknown</i> and <i>put together with total unknown</i> problems with totals of 9 and 10. <b>(K.OA.A.2)</b></li> </ul>	<p><a href="#">Eureka Parent Newsletter: Topic F</a></p> <p><b>Pacing Considerations:</b></p> <p>Combine Lesson 29 and 30: 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><b>Additional instructional resources for enrichment/remediation:</b>  <a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons:</b></p> <ul style="list-style-type: none"> <li>Lesson 18: <a href="#">Add Within 10</a></li> </ul>	<p><b>Fluency Practice:</b></p> <p><b>Lesson 29-</b> Grade K Core Fluency, Differentiated Practice Sets, 1, 2, 3, Sit on 10 and 20, 5-Group Flashes</p> <p><b>Lesson 30-</b> Grade K Core Fluency, Differentiated Practice Sets, Spill the Beans, Flash Five</p> <p><b>Lesson 31- Sprint:</b> Core Fluency, Ready, Set, Add!</p> <p><b>Lesson 32-</b> Counting to 30 by Ones with the Rekenrek,</p>

■ Major Content	➤ Supporting Content
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# Curriculum and Instruction –Mathematics

Quarter 3

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
	<ul style="list-style-type: none"> <li><b>Lesson 32:</b> I can solve <i>both addends unknown</i> word problems with totals of 9 and 10 using 5-group drawings. (K.OA.A.2)</li> </ul>	<p><a href="#">Zearn</a> Numbers to 10</p> <p><a href="#">Embarc.online Module 4</a></p> <p>Videos: N/A</p> <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> <li>Composing and Decomposing with 10 as a Benchmark</li> <li>Complements of 10</li> <li>Addition Facts for 10</li> <li>Taking Away to Subtract</li> <li>Counting Back to Subtract</li> </ul> <p>Task Bank: <a href="#">Ten Flashing Fireflies</a> (K.OA.A.2)</p>	<p>Break Apart Numbers, 5-Group Puzzles</p>
<p><b>Domain:</b> Operations and Algebraic Thinking <b>Cluster:</b> K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>■ <b>K.OA.A.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the standards)</p> <p>■ <b>K.OA.A.2</b> Add and subtract within 10 to</p>	<p><b>Topic G: Subtraction from 9 and 10</b></p> <p><b>Learning Targets/Objectives:</b></p> <ul style="list-style-type: none"> <li><b>Lesson 33:</b> I can solve <i>take from</i> equations with no unknown using numbers to 10. (K.OA.A.1, K.OA.A.2, K.OA.A.3)</li> <li><b>Lesson 34:</b> I can represent subtraction story problems by breaking off, crossing out, and hiding a part. (K.OA.A.1, K.OA.A.2, K.OA.A.3)</li> <li><b>Lesson 35:</b> I can decompose the number 9 using 5-group drawings, and record each decomposition with a subtraction</li> </ul>	<p><a href="#">Eureka Parent Newsletter: Topic G</a></p> <p><b>Pacing Considerations:</b></p> <p><b>Combine Lesson 35 and 36:</b> 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><b>Additional instructional resources for enrichment/remediation:</b> <a href="#">Remediation Guide</a></p>	<p><b>Fluency Practice:</b></p> <p><b>Lesson 33-</b> Grade K Core Fluency, Differentiated Practice Sets, 1, 2,3 Sit on 10, 20 and 30, Hide 1</p> <p><b>Lesson 34-</b> Hide 2, What is Less? Snap</p> <p><b>Lesson 35-</b> Grade K Core Fluency, Differentiated Practice Sets, Spill the Beans, Happy Counting</p>



# Curriculum and Instruction –Mathematics

Quarter 3

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<p>solve contextual problems using objects or drawings to represent the problem.</p>	<p>equation. (K.OA.A.1, K.OA.A.2, K.OA.A.3)</p> <ul style="list-style-type: none"> <li>Lesson 36: I can decompose the number 10 using 5-group drawings, and record each decomposition with a subtraction equation. (K.OA.A.1, K.OA.A.2, K.OA.A.3)</li> </ul>	<p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> <li>Lesson 19: <a href="#">Subtract Within 10</a></li> </ul> <p><a href="#">Zearn</a> Numbers to 10</p> <p><a href="#">Embarc.online Module 4</a></p> <p>Videos: <a href="#">Marbles in a Jar</a> (K.OA.A.3)</p> <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> <li>Composing and Decomposing with 10 as a Benchmark</li> <li>Complements of 10</li> <li>Addition Facts for 10</li> <li>Taking Away to Subtract</li> <li>Counting Back to Subtract</li> </ul> <p>Task Bank: <a href="#">Dice Addition 1</a> (K.CC.A.3 K.OA.A.2) <a href="#">Ten Frame Addition (K.OA.A.1)</a> <a href="#">What's Missing? (K.OA.A.2)</a></p>	<p>Lesson 36- Sprint: Core Fluency, Counting to 30 by Ones with the Rekenrek</p>
<p><b>Domain:</b> Operations and Algebraic Thinking <b>Cluster:</b> K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>■ <b>K.OA.A.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting</p>	<p><b>Topic H: Patterns with Adding 0 and 1 and Making 10</b></p> <p><b>Learning Targets/Objectives:</b></p> <ul style="list-style-type: none"> <li>Lesson 37: I can add or subtract 0 to get the same number and relate to word</li> </ul>	<p><a href="#">Eureka Parent Newsletter: Topic H</a></p> <p><b>Pacing Considerations:</b></p> <p>No pacing considerations recommended</p> <p><b>Additional instructional resources for enrichment/remediation:</b></p>	<p><b>Fluency Practice:</b></p> <p>Lesson 37- Imagine More to Add to 5, Hide 1, Cross Out 2 to Subtract Within 5</p> <p>Lesson 38- Differentiated Practice Sets, Imagine 1 More,</p>

■ Major Content

➤ Supporting Content



# Curriculum and Instruction –Mathematics

## Quarter 3

## Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<p>out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the standards)</p> <p>■ <b>K.OA.A.2</b> Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.</p> <p>■ <b>K.OA.A.4</b> Find the number that makes 10, when added to any given number, from 1 to 9 using objects or drawings. Record the answer using a drawing or writing an equation.</p>	<p>problems wherein the same quantity that joins a set, separates. (K.OA.A.1, K.OA.A.2, K.OA.A.4)</p> <ul style="list-style-type: none"> <li>• <b>Lesson 38:</b> I can add 1 to numbers 1–9 to see the pattern of <i>the next number</i> using 5-group drawings and equations. (K.OA.A.1, K.OA.A.2, K.OA.A.4)</li> <li>• <b>Lesson 39:</b> I can find the number that makes 10 for numbers 1–9, and record each with a 5-group drawing. (K.OA.A.1, K.OA.A.2, K.OA.A.4)</li> <li>• <b>Lesson 40:</b> I can find the number that makes 10 for numbers 1–9, and record each with an addition equation. (K.OA.A.1, K.OA.A.2, K.OA.A.4)</li> <li>• <b>Lesson 41:</b> I can complete a culminating task—choose tools strategically to model and represent a stick of 10 cubes broken into two parts. (K.OA.A.1, K.OA.A.2, K.OA.A.4)</li> </ul> <p><b>Complete End of Module Assessment- the data on the assessment is to be used for the Kindergarten report card. Please see Kindergarten Assessment Handbook for additional details.</b></p>	<p><a href="#">Remediation Guide</a></p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> <li>• Lesson 13: <a href="#">Make 10</a></li> </ul> <p><a href="#">Zearn</a></p> <p>Numbers to 10</p> <p><a href="#">Embarc.online Module 4</a></p> <p>Videos: N/A</p> <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> <li>• Composing and Decomposing with 10 as a Benchmark</li> <li>• Complements of 10</li> <li>• Addition Facts for 10</li> <li>• Taking Away to Subtract</li> <li>• Counting Back to Subtract</li> </ul> <p>Task Bank:</p> <p><a href="#">Dice Addition 1</a> (K.CC.A.3 K.OA.A.2)</p> <p><a href="#">Ten Frame Addition</a> (K.OA.A.1)</p> <p><a href="#">What's Missing?</a> (K.OA.A.2)</p>	<p>Building <i>1 More</i> and <i>1 Less</i> Towers</p> <p><b>Lesson 39-</b> Grade K Core Fluency, Differentiated Practice Sets, Growing Apples to 10, 5-Group Peek-a-boo</p> <p><b>Lesson 40-</b> Ready, Set, Add, Beep Number, Draw More to Make 10</p> <p><b>Lesson 41-</b> Sprint: Core Fluency</p>



# Curriculum and Instruction –Mathematics

## Quarter 3

## Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<p><b>Module 5: Numbers 10-20 and Counting to 100</b>  <b>(Allow 6 weeks for instruction, review and assessment)</b></p> <p>If pacing is a challenge, consider the following modifications and omissions. Consider collaborating with a specialist teacher to have students build the Rekenrek from Lesson 10 (e.g., make a Rekenrek in art, practice counting in foreign language class), or plan an event to engage families in math activities such as these. If writing numbers 21–100 overwhelms students, omit the Problem Sets in Lessons 15, 16, and 17. Instead, complete the verbal counting activities in the lessons that prepare them for numeral writing to 100 as required in Grade 1. This allows for the completion of these three lessons in just one or two days. Lesson 19 is exploratory in nature and addresses some standards beyond the level of Kindergarten. It works well as an extension lesson if students are advancing quickly, but if pacing is a challenge, it could be omitted.</p> <p><b>Note: There are multiple opportunities throughout this module to introduce students to the dime as students are working with numbers 10-20 and counting to 100. The lessons that could include the use of the dime are notated with an † after the lesson. When planning for these lessons include language about the value of a dime in order to continue student understanding of K.MD.B.3. Introduce the quarter at some point during this module as students are counting to 100. The End of Module Assessment in the Kindergarten Report Card/Handbook has instructions to assess students on this standard at the end of this module.</b></p>			
<p><b>Domain:</b> Counting and Cardinality  <b>Cluster:</b> Know number names and the count sequence</p> <p>■ <b>K.CC.A.1</b> Count to 100 by ones, fives, and tens. Count backward from 10.</p> <p><b>Domain:</b> Number and Operations in Base Ten  <b>Cluster:</b> Work with numbers 11-19 to gain foundations for place value</p> <p>■ <b>K.NBT.A.1</b> Compose and decompose numbers from 11 to 19 into ten ones and some more ones by using objects or drawings. Record each composition or decomposition by a drawing or equation.</p> <p><b>Domain:</b> Measurement  <b>Cluster:</b> Describe and compare measurable attributes</p> <p>➤ <b>K.MD.B.3</b> Identify the penny, nickel, dime, and quarter and recognize the value of each.</p>	<p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>How can you count by tens to make a greater number?</li> <li>How can you use 10 as a benchmark to compare numbers?</li> </ol> <p><b>Topic A: Count 10 Ones and Some Ones</b>  <b>Learning Targets/ Objectives:</b></p> <p><b>Note: There are multiple opportunities throughout this module to introduce students to the dime as students are working with numbers 10-20 and counting to 100. The lessons that could include the use of the dime are notated with an † after the lesson. When planning for these lessons include language about the value of a dime in order to continue student understanding of K.MD.B.3. Introduce the quarter at some point during this module as students are counting to 100. The End of Module Assessment in the Kindergarten Report Card/Handbook has instructions to assess students on this standard at the end of this module.</b></p>	<p><a href="#">Eureka Parent Newsletter: Topic A</a></p> <p><b>Pacing Considerations:</b></p> <p>No pacing considerations recommended</p> <p><b>Additional instructional resources for enrichment/remediation:</b>  <a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons:</b></p> <ul style="list-style-type: none"> <li>Lesson 21: <a href="#">Understand Teen Numbers</a></li> </ul> <p><a href="#">Zearn</a></p> <p>Numbers to 10</p> <p><a href="#">Embarc.online Module 5</a></p> <p><b>Videos:</b>  <a href="#">Candy for a Friend: Trajectory of Learning</a> (K.NBT.A.1)</p> <p><b>I-Ready Lessons:</b></p>	<p><b>Vocabulary- Module 5</b></p> <p>10 and, 10 ones and some ones, 10 plus, hide zero cards, regular counting by ones from 11 to 20, regular counting by tens to 100, say ten counting by tens to 100, teen numbers</p> <p>Familiar Terms and Symbols          10-frame, 5-group, circle 10 ones, circular count, count 10 ones, dot path, empty path, number path, linear count, number bond, number tower, part, whole, total, say ten counting, scatter count</p> <p><b>Fluency Practice:</b></p> <p><b>Lesson 1-</b> Finger Counting from Left to Right, 5-Frame Flashes, Ten-Frame Flashes</p> <p><b>Lesson 2-</b> How Many is One More, Show One More on Fingers, Count Piles of Ten</p> <p><b>Lesson 3-</b> Hide 1, How Many Do You See? Grouping 10 Objects</p>

■ Major Content	➤ Supporting Content
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# Curriculum and Instruction –Mathematics

Quarter 3

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
	<ul style="list-style-type: none"> <li>• <b>Lesson 1*:</b> I can count straws into piles of ten; count the piles as 10 ones. (K.CC.A.1)</li> <li>• <b>Lesson 2*:</b> I can count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and ___ ones. (K.CC.A.1, K.NBT.A.1)</li> <li>• <b>Lesson 3:</b> I can count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and ___ ones. (K.CC.A.1, K.NBT.A.1)</li> <li>• <b>Lesson 4:</b> I can count straws the Say Ten way to 19; make a pile for each ten. (K.CC.A.1, K.NBT.B.1)</li> <li>• <b>Lesson 5:</b> I can count straws the Say Ten way to 20; make a pile for each ten. (K.CC.A.1, K.NBT.B.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Counting and Ordering to 100</li> <li>• Counting On: 1 to 100</li> <li>• Counting On</li> </ul> <p><b>Task Bank:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Counting Circles</a> (K.CC.A.1)</li> <li>• <a href="#">Choral Counting</a> (K.CC.A.1)</li> <li>• <a href="#">Assessing Counting Sequences I</a> (K.CC.A1)</li> <li>• <a href="#">Counting by Tens</a> (K.CC.A.1)</li> </ul>	<p><b>Lesson 4-</b> Varied dot cards of six, Number Pairs of Six, Circling 10 Objects</p> <p><b>Lesson 5-</b> Dot Cards of Seven, Number Pairs of Seven, Circling 10 Ones</p>





# Curriculum and Instruction –Mathematics

Quarter 3

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](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



## January 2019

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<p style="color: red; font-size: small;">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>
	<b>Winter Break</b>		<b>Professional Development/Admin</b>			
<b>Module 4</b>	<b>7</b> <small>Lesson 9 <i>Begin 3<sup>rd</sup> Nine Weeks</i></small>	<b>8</b> <small>Lesson 10</small>	<b>9</b> <small>Lesson 11</small>	<b>10</b> <small>Lesson 12</small>	<b>11</b> <small>Topic C: Lesson 13</small>	
<b>Module 4</b>	<b>14</b> <small>Lesson 14</small>	<b>15</b> <small>Lesson 15</small>	<b>16</b> <small>Lesson 16/17 Combined</small>	<b>17</b> <small>Lesson 18</small>	<b>18</b> <small>Topic D: Lesson 19</small>	<b>Combine Lesson 16 and 17</b>
<b>Module 4</b>	<b>21</b> <b><i>Martin Luther King Jr. Day (Out)</i></b>	<b>22</b> <small>Lesson 20</small>	<b>23</b> <small>Lesson 21</small>	<b>24</b> <small>Lesson 22</small>	<b>25</b> <small>Lesson 23</small>	
<b>Module 4</b>	<b>28</b> <small>Lesson 24</small>	<b>29</b> <b>M4: Mid Module Assessment</b>	<b>30</b> <b>M4: Mid Module Assessment</b>	<b>31</b> <b>M4: Mid Module Assessment Complete</b>	<b>1</b>	

*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.*



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



## February 2019

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 4					<b>1</b> Flex Day	<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><b>Combine Lesson 29 and 30</b></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> <p><b>Combine Lesson 35 and 36</b></p>
Module 4	<b>4</b> Topic E: Lesson 25	<b>5</b> Lesson 26	<b>6</b> Lesson 27	<b>7</b> Lesson 28  Parent Conferences	<b>8</b>  Topic F: Lesson 29/30 Combined	
Module 4	<b>11</b> Lesson 31	<b>12</b> Lesson 32	<b>13</b> Topic G: Lesson 33	<b>14</b> Lesson 34	<b>15</b> Lesson 35/36 Combined	
Module 4	<b>18</b> Topic H: Lesson 37 <i>President's Day (In)</i>	<b>19</b> Lesson 38	<b>20</b> Lesson 39	<b>21</b> Lesson 40	<b>22</b> Lesson 41	
End of Module 4 Begin Module 5	<b>25</b> M4: End of Module Assessment	<b>26</b> M4: End of Module Assessment	<b>27</b> M4: End of Module Assessment Complete	<b>28</b> Module 5 Topic A: Lesson 1	<b>1</b>	

*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.*



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



March 2019						
	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 5					<b>1</b> Lesson 2	<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 5	<b>4</b> Lesson 3	<b>5</b> Lesson 4	<b>6</b> Lesson 5	<b>7</b> Flex Day	<b>8</b> Flex (NWEA) Day  3rd Nine Week ends	
	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	
Spring Break						
Module 5	<b>18</b> Topic B: Lesson 6 <i>Begin 4th Nine Weeks</i>	<b>19</b> Lesson 7	<b>20</b> Lesson 8	<b>21</b> Lesson 9 Omit Lesson 10	<b>22</b> Topic C: Lesson 11	
Module 5	<b>25</b> Lesson 12	<b>26</b> Lesson 13	<b>27</b> Lesson 14	<b>28</b> Topic D: Lesson 15	<b>29</b> Lesson 16	<p>Combine Lesson 10</p> <p><b>Note: HOLD Mid Module Assessment until after Topic D for completion of Portfolio Items</b></p>

*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.*