



Curriculum and Instruction –Mathematics

Quarter 3

Grade: Kindergarten

Mathematics Grade K – Year at a Glance 2019-2020

| Q1 | | Q2 | | Q3 | Q4 | |
|----------------------|-------------------------------|--|---|--|-----------------------------------|--|
| Aug.12 – Aug. 16 | Module 1 Aug. 21 – Oct. 11 | Module 2 Oct. 21 – Nov. 4 | Module 3 Nov. 5 – Dec.20 | Module 4 Jan. 6 – Mar. 13 | Module 5 Mar. 23 - May 5 | Module 6 May 6 – May 22 |
| Staggered Enrollment | Numbers to 10 | Two-Dimensional and Three-Dimensional Shapes | Comparison of Length, Weight, Capacity, and Numbers to 10 | Number Pairs, Addition and Subtraction to 10 | Numbers 10-10 and Counting to 100 | Analyzing Comparing and Composing Shapes |
| N/A | K.CC.A.3 | K.MD.C.4 | K.CC.C.6 | K.OA.A.1 | K.CC.A.1 | K.CC.B.4 |
| | K.CC.B.4 | K.G.A.1 | K.CC.C.7 | K.OA.A.2 | K.CC.A.2 | K.G.B.5 |
| | K.CC.B.5 | K.G.A.2 | K.MD.A.1 | K.OA.A.3 | K.CC.A.3 | K.G.B.6 |
| | K.OA.A.3 | K.G.A.3 | K.MD.A.2 | K.OA.A.4 | K.CC.B.4 | |
| | K.MD.C.4 | K.G.B.4 | K.MD.B.3 | K.OA.A.5 | K.CC.B.5 | |
| | | | | | K.NBT.A.1 | |
| | | | | | K.OA.A.4 | |
| | | | | K.MD.B.3 | | |

Key:

| | |
|---------------|--------------------|
| Major Content | Additional Content |
|---------------|--------------------|

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 \(Omissions\)](#)



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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



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.





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

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.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.OA.A.5 | Procedural Fluency | K.OA.2, K.OA.3 |
| K.MD.B.3 | Conceptual Understanding | Introductory |
|  Denotes Portfolio Standard (2018-2019) | | |
| Instructional Focus Document – Grade K | | |



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| TN STATE STANDARDS | CONTENT | INSTRUCTIONAL SUPPORT & RESOURCES | |
|---|---|---|---|
| Module 4: Number Pairs, Addition and Subtraction to 10 | | | |
| <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>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> <p>■ K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, 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>■ K.OA.A.3 Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., $5=2+3$ and $5=4+1$) by using objects or drawings. Record each decomposition using a drawing or writing an equation.</p> <p>■ K.OA.A.5 Fluently add and subtract within 10.</p> <p>Domain: Measurement Cluster: Describe and compare measurable attributes</p> <p>➤ K.MD.B.3 Identify the penny nickel, dime, and quarter and recognize the value of each.</p> | <p>Essential Questions</p> <ul style="list-style-type: none"> How can I model composition and decomposition of 5? <p>Topic A: Composition and Decomposition of 2, 3, 4, and 5</p> <p>Learning Targets/Objectives</p> <p>Lesson 1: I can model composition and decomposition of numbers to 5 using actions, objects and drawings (K.OA.A.1, K.OA.A.3, K.OA.A.5)</p> <p>Lesson 2: I can Model composition and decomposition of numbers to 5 using fingers and linking cube sticks (K.OA.A.1, K.OA.A.3, K.OA.A.5)</p> <p>Lesson 3: I can represent composition story situations with drawings using numeric number bonds. (K.OA.A.1, K.OA.A.3, K.OA.A.5)</p> <p>Lesson 4: I can represent decomposition story situations with drawings using numeric number bonds. (K.OA.A.1, K.OA.A.3, K.OA.A.5)</p> <p>Lesson 5: I can represent decomposition of numbers to 5 using pictorial and numeric number bonds. (K.OA.A.1, K.OA.A.3, K.OA.A.5)</p> <p>Lesson 6**: I can represent number bonds with composition and decomposition story</p> | <p>Eureka Parent Newsletter: Topic A</p> <p>Pacing Considerations:</p> <p>Combine lesson 5 and 6: Use lesson 5 fluency, application problem, and problem set. Incorporate at least one-story situation in the concept development from lesson 6.</p> <p>Lesson 6* - consider using pennies and nickels along with the use of 5 sticks.</p> | <p>Vocabulary 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>Additional instructional resources for enrichment/remediation: Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> Lesson 6: Make 3, 4, and 5 Lesson 14: Understand Addition Lesson 15: Add Within 5 <p>Zearn Numbers to 10</p> <p>Embarc.online – Module 4</p> <p>Videos Marbles in a Jar - Connected Solution Paths</p> |



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| TN STATE STANDARDS | CONTENT | INSTRUCTIONAL SUPPORT & RESOURCES |
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| | situations. (K.OA.A.1, K.OA.A.3, K.OA.A.5, K.MD.B.3) | I-Ready Lessons <ul style="list-style-type: none"> Composing and Decomposing with 5 as a Benchmark Task Bank: Dice Addition (K.OA.A.2) |
| <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> <p>■ K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, 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>■ K.OA.A.3 Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., $5=2+3$ and $5=4+1$) by using objects or drawings. Record each decomposition using a drawing or writing an equation.</p> <p>Domain: Measurement Cluster: Describe and compare measurable attributes</p> <p>➤ K.MD.B.3 Identify the penny nickel, dime, and quarter and recognize the value of each.</p> | <p>Essential Questions</p> <ul style="list-style-type: none"> How can I model composition and decomposition of 5? How do you know which number is greater than another? How can you find the number that is 1 or 2 more or fewer than another number? How does moving two groups of objects together help you know how many objects are there in all? How can you act out a number story about things taken away? <p>Topic B: Decompositions of 6, 7, and 8 into Number Pairs</p> <ul style="list-style-type: none"> 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. <p>Learning Targets/ Objectives:</p> <ul style="list-style-type: none"> Lesson 7: I can model decompositions of 6 using a story situation, objects and number bonds. (K.OA.A.1, K.OA.A.3) Lesson 8: I can model decompositions of 7 using a story situation, sets, and number bonds. (K.OA.A.1, K.OA.A.3) | <p>Eureka Parent Newsletter: Topic B</p> <p>Pacing Considerations:</p> <p>No pacing considerations recommended</p> <p>Vocabulary 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>Additional instructional resources for enrichment/remediation: Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> Lesson 8: Make 6 and 7 Lesson 10: Make 8 and 9 <p>Zearn Numbers to 10</p> <p>Embarc.online Module 4</p> <p>Videos: Marbles in a Jar (K.OA.A.3)</p> <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> Composing and Decomposing with 10 as a Benchmark Complements of 10 |



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| | <ul style="list-style-type: none"> • Lesson 9: I can model decompositions of 8 using a story situation, arrays, and number bonds. (K.OA.A.1, K.OA.A.3) • Lesson 10: I can model decompositions of 6-8 using linking cube sticks to see patterns. (K.OA.A.1,K.OA.A.3) • Lesson 11: I can represent decompositions for 6-8 using horizontal and vertical number bonds. (K.OA.A.1, K.OA.A.3) • Lesson 12*: I can use the 5 groups to represent the 5 + n pattern to 8. (K.OA.A.1, K.OA.A.3, K.MD.B.3) | | <ul style="list-style-type: none"> • Addition Facts for 10 <p>Task Bank: Shake and Spill (K.OA.A.3)</p> |
| <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> <p>■ K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, 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>■ K.OA.A.2 Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.</p> <p>■ K.OA.A.3 Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., 5=2 +3 and 5=4+1) by using objects or drawings. Record each decomposition using a drawing or writing an</p> | <p>Topic C: Addition with Totals of 6, 7, and 8</p> <ul style="list-style-type: none"> • 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. <p>Learning Targets/ Objectives:</p> <ul style="list-style-type: none"> • Lesson 13*: 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) • Lesson 14: I can Represent decomposition and composition addition stories to 7 with drawings and equations with no unknown. (K.OA.A.1, K.OA.A.3) • Lesson 15: I can Represent decompositions and compositions additions stories to 8 with drawings and equations with no unknown. (K.OA.A.1, K.OA.A.3) | <p>Eureka Parent Newsletter: Topic C</p> <p>Pacing Considerations:</p> <p>Combine Lesson 16 and 17: Use the fluency, application problem, and problem set from lesson 17. Use the problem set from Lesson 16 and the first page of the problem set from Lesson 16 and the second page from Lesson 17.</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 18: Add Within 10 <p>Zearn Numbers to 10</p> <p>Embarc.online Module 4</p> <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> • Addition Facts for 10 • Adding Three Numbers • Joining Sets to Add • Addition Facts • Acting Out Addition and Subtraction <p>Task Bank: Dice Addition 1 (K.CC.A.3 K.OA.A.2)</p> |

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| ■ Major Content | ➤ Supporting Content |
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| <p>equation.</p> <p>Domain: Measurement Cluster: Describe and compare measurable attributes</p> <p>➤ K.MD.B.3 Identify the penny nickel, dime, and quarter and recognize the value of each.</p> | <ul style="list-style-type: none"> • Lesson 16: 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) • Lesson 17: I can Solve <i>put together with total unknown</i> word problems to 8 using objects and drawings. (K.OA.A.1, K.OA.A.2) • 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, K.OA.A.3) | <p>Ten Frame Addition (K.OA.A.1) What's Missing? (K.OA.A.2)</p> |
| <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> <p>■ K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, 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>■ K.OA.A.2 Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.</p> <p>■ K.OA.A.3 Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., $5=2+3$ and $5=4+1$) by using objects or drawings. Record each decomposition using a drawing or writing an equation.</p> | <p>Topic D: Subtraction from Numbers to 8</p> <p>Learning Targets/ Objectives</p> <ul style="list-style-type: none"> • 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) • 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) • 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) • 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) • Lesson 23: I can Decompose the number 7 using 5-group drawings by hiding a part, and record each decomposition with a | <p>Eureka Parent Newsletter: Topic D</p> <p>Pacing Considerations:</p> <p>No pacing considerations 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 16: Understand Subtraction • Lesson 17: Subtract Within 5 • Lesson 20: Practice Facts to 5 <p>Zearn Numbers to 10</p> <p>Embarc.online Module 4</p> <p>Videos: Marbles in a Jar (K.OA.A.3)</p> <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> • Composing and Decomposing with 10 as a Benchmark • Complements of 10 • Addition Facts for 10 • Taking Away to Subtract • Counting Back to Subtract |



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| | <p>drawing and subtraction equation. (K.OA.A.1, K.OA.A.2, K.OA.A.3)</p> <ul style="list-style-type: none"> Lesson 24 : 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) <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>Task Bank:</p> <ul style="list-style-type: none"> Dice Addition 1 (K.CC.A.3 K.OA.A.2) Ten Frame Addition (K.OA.A.1) What's Missing? (K.OA.A.2) Bobbie Bear's Buttons (K.OA.A.3) Shake and Spill (K.OA.A.3) Pick Two (K.OA.A.3) |
| <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> <p>■ K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, 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>■ K.OA.A.2 Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.</p> <p>■ K.OA.A.3 Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., $5=2+3$ and $5=4+1$) by using objects or drawings. Record each decomposition using a drawing or writing an</p> | <p>Topic E: Decompositions of 9 and 10 into Number Pairs</p> <p>Learning Targets/ Objectives:</p> <ul style="list-style-type: none"> Lesson 25: I can Model decompositions of 9 using a story situation, objects, and number bonds. (K.OA.A.1, K.OA.A.2, K.OA.A.3) Lesson 26: I can Model decompositions of 9 using fingers, linking cubes, and number bonds. (K.OA.A.1, K.OA.A.2, K.OA.A.3) Lesson 27: I can Model decompositions of 10 using a story situation, objects, and number bonds. (K.OA.A.1, K.OA.A.2, K.OA.A.3) Lesson 28: I can Model decompositions of 10 using fingers, sets, linking cubes, and number bonds. (K.OA.A.1, K.OA.A.2, K.OA.A.3) | <p>Eureka Parent Newsletter: Topic E</p> <p>Pacing Considerations: No pacing considerations 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 10: Make 8 and 9 Lesson 13: Make 10 <p>Zearn Numbers to 10</p> <p>Embarc.online Module 4</p> <p>Videos: Marbles in a Jar (K.OA.A.3)</p> <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> Composing and Decomposing with 10 as a Benchmark Complements of 10 Addition Facts for 10 |



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| <p>equation.</p> | | <p>Task Bank: Bobbie Bear’s Buttons (K.OA.A.3) Shake and Spill (K.OA.A.3) Make 9 (K.OA.A.3)</p> |
| <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> <p>■ K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, 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>■ K.OA.A.2 Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.</p> <p>■ K.OA.A.3 Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., $5=2+3$ and $5=4+1$) by using objects or drawings. Record each decomposition using a drawing or writing an equation.</p> | <p>Topic F: Addition with Totals of 9 and 10</p> <p>Learning Targets/Objectives:</p> <ul style="list-style-type: none"> • Lesson 29: I can represent pictorial decomposition and composition addition stories to 9 with 5-group drawings and equations with no unknown. (K.OA.A.1, K.OA.A.3) • Lesson 30: I can represent pictorial decomposition and composition addition stories to 10 with 5-group drawings and equations with no unknown. (K.OA.A.1, K.OA.A.3) • Lesson 31: 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. (K.OA.A.1, K.OA.A.2, K.OA.A.3) • Lesson 32: I can solve <i>both addends unknown</i> word problems with totals of 9 and 10 using 5-group drawings. (K.OA.A.1, K.OA.A.2, K.OA.A.3) | <p>Eureka Parent Newsletter: Topic F</p> <p>Pacing Considerations:</p> <p>Combine Lesson 29 and 30: Use the fluency, application problem, and problem set from lesson 30. Choose the problems from the concept development that are appropriate for you class. Incorporate stories with both 9 and 10.</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 18: Add Within 10 <p>Zearn Numbers to 10</p> <p>Embarc.online Module 4</p> <p>Videos: N/A</p> <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> • Composing and Decomposing with 10 as a Benchmark • Complements of 10 • Addition Facts for 10 • Taking Away to Subtract • Counting Back to Subtract <p>Task Bank: Ten Flashing Fireflies (K.OA.A.2)</p> |



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| <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> <p>■ K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, 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>■ K.OA.A.2 Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.</p> <p>■ K.OA.A.3 Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., $5=2+3$ and $5=4+1$) by using objects or drawings. Record each decomposition using a drawing or writing an equation.</p> | <p>Topic G: Subtraction from 9 and 10</p> <p>Learning Targets/Objectives:</p> <ul style="list-style-type: none"> • Lesson 33: I can solve <i>take from</i> equations with no unknown using numbers to 10. (K.OA.A.1, K.OA.A.3) • Lesson 34: 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) • Lesson 35: I can decompose the number 9 using 5-group drawings, and record each decomposition with a subtraction equation. (K.OA.A.1, K.OA.A.2, K.OA.A.3) • 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) | <p>Eureka Parent Newsletter: Topic G</p> <p>Pacing Considerations:</p> <p>Combine Lesson 35 and 36: Use the fluency, application problem, and problem set from lesson 36. Choose the problems from the concept development that are appropriate for you class. Incorporate stories with both 9 and 10.</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 19: Subtract Within 10 <p>Zearn Numbers to 10</p> <p>Embarc.online Module 4</p> <p>Videos: Marbles in a Jar (K.OA.A.3)</p> <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> • Composing and Decomposing with 10 as a Benchmark • Complements of 10 • Addition Facts for 10 • Taking Away to Subtract • Counting Back to Subtract <p>Task Bank: Dice Addition 1 (K.CC.A.3 K.OA.A.2) Ten Frame Addition (K.OA.A.1)</p> |

■ Major Content

➤ Supporting Content



Curriculum and Instruction –Mathematics

Quarter 3

Grade: Kindergarten

| TN STATE STANDARDS | CONTENT | INSTRUCTIONAL SUPPORT & RESOURCES | |
|---|--|---|--|
| <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> <p>■ K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, 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>■ K.OA.A.2 Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.</p> <p>■ K.OA.A.4 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>Topic H: Patterns with Adding 0 and 1 and Making 10</p> <p>Learning Targets/Objectives:</p> <ul style="list-style-type: none"> • Lesson 37: I can add or subtract 0 to get the same number and relate to word problems wherein the same quantity that joins a set, separates. (K.OA.A.1, K.OA.A.2) • Lesson 38: 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.CC.A.4c, K.OA.A.1, K.OA.A.2) • Lesson 39: 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) • Lesson 40: 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.4) • Lesson 41: 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.3) <p><i>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.</i></p> | <p>Eureka Parent Newsletter: Topic H</p> <p>Pacing Considerations:</p> <p>Omit lesson 41: Use lesson 41 as a workstation during one on one student testing.</p> <p>What's Missing? (K.OA.A.2)</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 13: Make 10 <p>Zearn</p> <p>Numbers to 10</p> <p>Embarc.online Module 4</p> <p>Videos: N/A</p> <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> • Composing and Decomposing with 10 as a Benchmark • Complements of 10 • Addition Facts for 10 • Taking Away to Subtract • Counting Back to Subtract <p>Task Bank:</p> <p>Dice Addition 1 (K.CC.A.3 K.OA.A.2)</p> <p>Ten Frame Addition (K.OA.A.1)</p> |

■ Major Content

➤ Supporting Content



Curriculum and Instruction –Mathematics

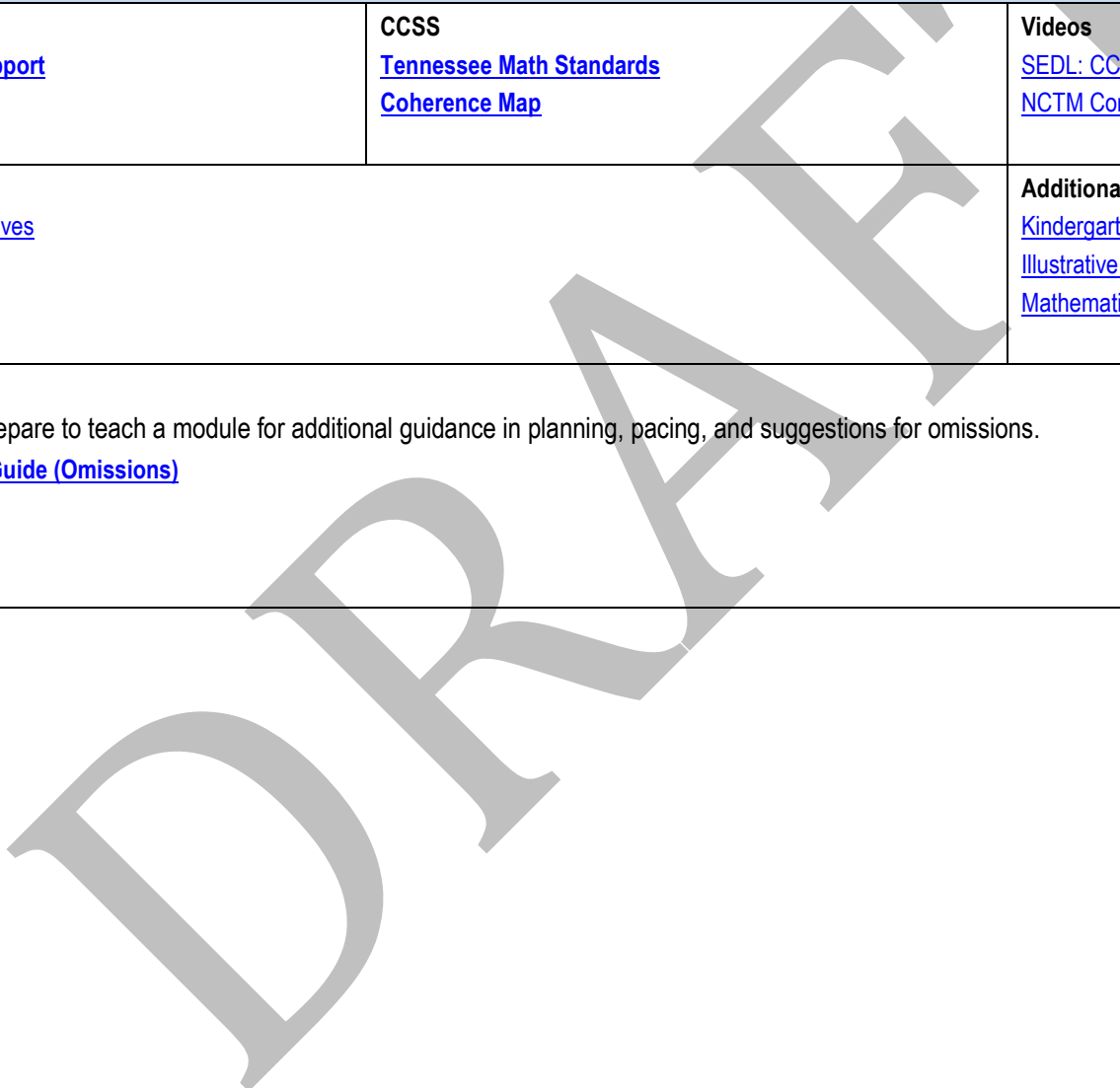
Quarter 3

Grade: Kindergarten

RESOURCE TOOLKIT

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.

| | | |
|---|---|--|
| Textbook Resources Eureka Math Teacher Support | CCSS Tennessee Math Standards Coherence Map | Videos 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 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE K



| January 2020 | | | | | | |
|--------------|---|--------------------------------------|--|--------------------------------------|---|---|
| Module | Monday | Tuesday | Wednesday | Thursday | Friday | Notes: |
| | | | 1 | 2 | 3 | <p>Flex Day Options include: Pacing – Use this time to adjust instruction to stay on pace *-denotes a portfolio standard Other – Includes assessments, review, reteaching, etc.</p> <p style="color: red; font-weight: bold;">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. Note: You may choose to individually test students after the completion of each topic.</p> |
| | | | Winter Break | | | |
| Module 4 | 6 <i>Begin 3rd Quarter</i> Module 4 Topic A: Lesson 1 | 7 Module 4 Topic A: Lesson 2 | 8 Module 4 Topic A: Lesson 3 | 9 Module 4 Topic A: Lesson 4 | 10 Flex Day Options K.O.A.A.1 K.O.A.A.3 K.O.A.A.5 Pacing Other | |
| Module 4 | 13 Module 4 Topic A: Lessons 5 and 6 combined | 14 Module 4 Topic B: Lesson 7 | 15 Module 4 Topic B: Lesson 8 | 16 Module 4 Topic B: Lesson 9 | 17 <i>½ day students</i> Flex Day Options M4: Mid Module Assessment Topic A K.O.A.A.1 K.O.A.A.3 K.MD.B.3 Pacing Other | |
| Module 4 | 20 <i>Martin Luther King Jr. Day</i> | 21 Module 4 Topic B: Lesson 10 | 22 Module 4 Topic B: Lesson 11 | 23 Module 4 Topic B: Lesson 12 | 24 Module 4 Topic C: Lesson 13 | |
| Module 4 | 27 Module 4 Topic C: Lesson 14 | 28 Module 4 Topic C: Lesson 15 | 29 Module 4 Topic C: Lesson 16 and 17 combined | 30 Module 4 Topic C: Lesson 18 | 31 Flex Day Options M4: Mid Module Assessment Topic B and C K.O.A.A.1 K.O.A.A.3 K.MD.B.3 Pacing Other | |

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 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE K



| February 2020 | | | | | | |
|---------------|---|--|--|---|---|---|
| Module | Monday | Tuesday | Wednesday | Thursday | Friday | Notes: |
| Module 4 | 3 Module 4 Topic D: Lesson 19 | 4 Module 4 Topic D: Lesson 20 | 5 Module 4 Topic D: Lesson 21 | 6 Module 4 Topic D: Lesson 22 | 7 Flex Day Options M4: Mid Module Assessment Topic B and C K.O.A.A.1 K.O.A.A.2 K.O.A.A.3 Pacing Other | Flex Day Options include: <i>Pacing</i> – Use this time to adjust instruction to stay on pace *-denotes a portfolio standard <i>Other</i> – Includes assessments, review, reteaching, etc. 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. Note: You may choose to individually test students after the completion of each topic. |
| Module 4 | 10 Module 4 Topic D: Lesson 23 | 11 Module 4 Topic D: Lesson 24 | 12 Module 4: Mid Module Assessment | 13 Parent Teacher Conferences Module 4: Mid Module Assessment | 14 1/2 day students Flex Day Options Complete Module 4 Mid Module Assessment K.O.A.A.1 K.O.A.A.2 K.O.A.A.3 Pacing Other | |
| Module 4 | 17 President's Day | 18 Module 4 Topic E: Lesson 25 | 19 Module 4 Topic E: Lesson 26 | 20 Module 4 Topic E: Lesson 27 | 21 Module 4 Topic E: Lesson 28 | |
| Module 4 | 24 Module 4 Topic F: Lesson 29 and 30 combined | 25 Module 4 Topic F: Lesson 31 | 26 Module 4 Topic F: Lesson 32 | 27 Module 4 Topic G: Lesson 33 | 28 Flex Day Options M4: End of Module Assessment Topic E and F K.O.A.A.1 K.O.A.A.2 K.O.A.A.3 Pacing Other | |

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 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE K



March 2020

| Module | Monday | Tuesday | Wednesday | Thursday | Friday | Notes: |
|---------------------|---|--|---|---|---|---|
| Module 4 | 2 Module 4 Topic G: Lesson 34 | 3 Module 4 Topic G: Lesson 35 and 36 combined | 4 Module 4 Topic G: Lesson 37 | 5 Module 4 Topic G: Lesson 38 | 6 Flex Day Options Portfolio Standard M4:End of Module Assessment Topic E and F K.O.A.A.2 K.O.A.A.3 Pacing | <p>Flex Day Options include: <i>Pacing</i> – Use this time to adjust instruction to stay on pace *-denotes a portfolio standard <i>Other</i> – Includes assessments, review, reteaching, etc.</p> <p>Omit Lesson 41: Use as a workstation during one on one testing.</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. Note: You may choose to individually test students after the completion of each topic.</p> |
| Module 4 | 9 Module 4 Topic G: Lesson 39 | 10 Module 4 Topic G: Lesson 40 | 11 Module 4: End of Module Assessment | 12 Module 4: End of Module Assessment | 13 1/2 day students End of 3 rd Quarter Flex Day Options Portfolio Standard Complete Module 4 End of Module Assessment | |
| | 16 | 17 | 18 | 19 | 20 | |
| Spring Break | | | | | | |
| Module 5 | 23 4 th Quarter begins Module 5 Topic A: Lesson 1 | 24 Module 5 Topic A: Lesson 2 | 25 Module 5 Topic A: Lesson 3 | 26 Module 5 Topic A: Lesson 4 | 27 Flex Day Options Portfolio Standard | |
| Module 5 | 30 Module 5 Topic A: Lesson 5 | 31 Module 5 Topic B: Lesson 6 | 1 | 2 | 3 | |

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.