# Mathematics

# Grade K – Year at a Glance

# 2018-2019

| Q1 | | Q2 | Q3 | Q4 | | | |
|---|---|---|---|---|---|---|---|
| Aug.6 – Aug. 17 | Module 1<br>Aug. 20 – Oct. 23 | Module 3<br>Oct. 24 – Dec.5 | Module 4<br>Dec. 7 – Feb. 27 | Module 5<br>Feb. 28 – Apr. 24 | Module 2<br>Apr. 25 - May 8 | Module 6<br>May 9 – May 17 | Tasks<br>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 |
|---|---|

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**.

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 Proficency

## 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 4 Overview

**Module 5: Numbers 10-20 and Counting to 100**
**Module 2: Two- and Three-Dimensional Shapes**
**Module 6: Analyzing, Comparing, and Composing Shapes**

*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.CC.A.2 | Procedural Fluency | Introductory |
| K.CC.A.3 | Conceptual Understanding/ Procedural Fluency | Introductory |
| K.CC.B.4 | Conceptual Understanding | Introductory |
| K.CC.B.5 | Procedural Fluency/ Conceptual Understanding | K.CC.1, K.CC.2, K.CC.4 |
| K.NBT.A.1 | Conceptual Understanding | K.OA.2, K.OA.3 |
| K.MD.B.3 | Conceptual Understanding/ Procedural Fluency | K.MD.A.2, K.CC.B.5, K.CC.B.6 |
| K.MD.B.4 | Conceptual Understanding | Introductory |
| K.G.A.1 | Conceptual Understanding | PK.G.A.1 |
| K.G.A.2 | Conceptual Understanding/ Procedural Fluency | PKG.A.2, K.G.A.1, K.G.A.3, K.G.B.4 |
| K.G.A.3 | Conceptual Understanding | K.G.A.1, K.G.A.2, K.G.B.4 |
| K.G.B.4 | Conceptual Understanding | PK.G.B.3, PK.G.B.4, K.G.A.1, K.G.A.2, K.G.A.3 |
| K.G.B.5 | Conceptual Understanding | K.G.1, K.G.2, K.G.3 |
| K.G.B.6 | Conceptual Understanding | K.G.1, K.G.2, K.G.3 |

# Curriculum and Instruction – Mathematics

**Quarter: 4** **Grade: Kindergarten**

| TN STATE STANDARDS | CONTENT | INSTRUCTIONAL SUPPORT | VOCABULARY/FLUENCY |
|---|---|---|---|
| **Module 5: Numbers 10-20 and Counting to 100**<br>***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.*** | | | |
| **Domain:** Counting and Cardinality<br>**Cluster:** Count to tell the number of objects<br><br>■**K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.<br>**a.** When counting objects, say the number names in the standard order, using one-to-one correspondence.<br>**b.** Recognize that the last number name 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.<br>**c.** Recognize that each successive number name refers to a quantity that is one greater.<br><br>**Domain:** Numbers and Operation Base Ten<br>**Cluster:** Work with numbers 11-19 to gain foundations for place value<br><br>■**K.NBT.A.1** 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. | **Essential Questions**<br>1. How can you count by tens to make a greater number?<br>2. How can you use 10 as a benchmark to compare numbers?<br><br>**Topic B: Compose Numbers 11-20 from 10 Ones and Some Ones; Represent and Write Teen Numbers**<br>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.<br><br>**Learning Targets/ Objectives :** | Eureka Parent Newsletter: Topic B<br><br>**Pacing Considerations:**<br>No pacing consideration recommended<br><br>**Additional instructional resources for enrichment/remediation:**<br>Remediation Guide<br><br>**Ready teacher-toolbox aligned lessons:**<br>• Lesson 23: Make Teen Numbers<br><br>**Zearn**<br>Numbers to 10<br><br>**Embarc.online Module 5**<br><br>**Videos:**<br>Candy for a Friend: Trajectory of Learning (K.NBT.A.1)<br><br>**I-Ready Lessons:**<br>Grouping into Tens and Ones<br>Counting and Ordering to 20<br>Counting and Ordering to 30<br>Counting and Ordering to 100 | **Vocabulary- Module 5**<br>10 and, 10 ones and some ones, 10 plus, hide zero cards, regular counting by ones from 11to 20, regular counting by tens to 100, say ten counting by tens to 100, teen numbers<br><br>Familiar Terms and Symbols<br>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<br><br>**Fluency Practice:**<br>**Lesson 6-** How Many More to Make 10? Dot Cards of Eight, Counting Straws the Say Ten Way<br>**Lesson 7-** Dot Cards of Eight, Counting, Decompose Teen Numbers, Hide Zero cards<br>**Lesson 8-** Number Bonds of Eight, Dot cards of eight, Separating Ten Ones Inside Teen Numbers, Teen Number Bonds<br>**Lesson 9-** Dot Cards of Nine, |

■ Major Content ➢ Supporting Content

# Curriculum and Instruction – Mathematics

## Quarter: 4 Grade: Kindergarten

| TN STATE STANDARDS | CONTENT | INSTRUCTIONAL SUPPORT | VOCABULARY/FLUENCY |
|---|---|---|---|
| **Domain:** Measurement<br>**Cluster:** Describe and compare measurable attributes<br>➢ **K.MD.B.3** Identify the penny nickel, dime, and quarter and recognize the value of each.<br>. | • **Lesson 6:** I can model with objects and represent numbers 10 to 20 with place value or Hide Zero cards. (**K.CC.B.4**)<br>• **Lesson 7*:** I can model and write numbers 10 to 20 as number bonds. (**K.CC.B.4, K.NBT.A.1, K.MD.B.3**)<br>• **Lesson 8:** I can model teen numbers with materials from abstract to concrete. (**K.CC.B.4, K.NBT.A.1**,)<br>• **Lesson 9:** I can draw teen numbers from abstract to pictorial. (**K.CC.A.4, K.NBT.A.1**) | **Task Bank:**<br>Choral Counting<br>Counting by 10's<br>Number after Bingo 1-15<br>**What Makes a Teen?** | How Many is One More?<br>Grouping Teen Numbers into 10 Ones |
| **Domain:** Counting and Cardinality<br>**Cluster:** Count to tell the number of objects<br>■**K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.<br>**a.** When counting objects, say the number names in the standard order, using one-to-one correspondence.<br>**b.** Recognize that the last number name 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.<br>**c.** Recognize that each successive number name refers to a quantity that is one greater.<br>■**K.CC.B. 5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, circle, or as many as 10 things in a scattered | **Topic C: Decompose Numbers 11-20, and Count to Answer "How Many?" Questions in Varied Configurations**<br><br>**Learning Targets/ Objectives :**<br>• **Lesson 10:** I can build a Rekenrek to 20. (**K.CC.B.4, K.NBT.A.1**)<br>• **Lesson 11:** I can show, count, and write numbers 11 to 20 in tower configurations increasing by 1—a pattern of *1 larger.* (**K.CC.B.4**)<br>• **Lesson 12:** I can represent numbers 20 to 11 in tower configurations decreasing by 1—a pattern of *1 smaller.* (**K.CC.B.4, K.CC.B.5, K.NBT.A.1**)<br>• **Lesson 13:** I can show, count, and write to answer *how many* questions in linear and array configurations. (**K.CC.B.5)**)<br>• **Lesson 14:** I can show, count, and write | Eureka Parent Newsletter: Topic C<br><br>**Pacing Considerations:**<br><br>**Omit Lesson 10**<br><br>**Additional instructional resources for enrichment/remediation:**<br>Remediation Guide<br><br>**Ready teacher-toolbox aligned lessons:**<br>• Lesson 22: Count Teen Numbers<br><br>Zearn<br>Numbers to 10<br><br>Embarc.online Module 5<br><br>**Videos:**<br>Candy for a Friend: Trajectory of Learning<br>(K.NBT.A.1) | **Fluency Practice:**<br><br>**Lesson 10-** Writing Teen Numbers, Showing Numbers with Hands, Counting<br><br>**Lesson 11-** Counting on a Rekenrek, One More, Saying Teen Numbers the Say Ten way<br><br>**Lesson 12-** Write Teen Numbers, Show Teen Numbers, Count the Say Ten way<br><br>**Lesson 13-** Count the Say Ten way, Show Teen Numbers, Write Teen Numbers with Tower Configurations<br><br>**Lesson 14-** Write Teen Numbers with Arrays, Hide Zero for Teen Numbers, Teen Counting Array Template |

■ Major Content ➢ Supporting Content

| TN STATE STANDARDS | CONTENT | INSTRUCTIONAL SUPPORT | VOCABULARY/FLUENCY |
|---|---|---|---|
| configuration. Given a number from 1-20, count out that many objects<br><br>**Domain:** Number and Operations in Base Ten<br>**Cluster:** Work with numbers 11-19 to gain foundations for place value<br><br>■**K.NBT.A.1** 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. | to answer *how many* questions with up to 20 objects in circular configurations. (**K.CC.B.5**)) | **I-Ready Lessons:**<br>Counting and Ordering to 20<br>Counting and Ordering to 30<br>Counting and Ordering to 100<br><br>**Task Bank:**<br>Choral Counting<br>Counting by 10's<br>Number after Bingo 1-15<br>**What Makes a Teen?** | |
| **Domain:** Counting and Cardinality<br>**Cluster:** Know number names and the count sequence<br><br>■**K.CC.A.1** Count to 100 by ones, fives, and tens. Count backward from 10.<br><br>■**K.CC.A.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).<br><br>**Domain:** Measurement<br>**Cluster:** Describe and compare measurable attributes<br>➢ **K.MD.B.3** Identify the penny nickel, dime, and quarter and recognize the value of each. | **Topic D: Extend the Say Ten and Regular Count Sequence to 100**<br>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.<br><br>**Learning Targets/ Objectives :** | Eureka Parent Newsletter: Topic D<br><br>**Pacing Considerations:**<br><br>**IF pacing is an issue and** 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.<br><br>**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. | **Fluency Practice:**<br><br>**Lesson 15-** Write Teen Numbers with Circular Configurations,<br>Teen Circular-Counting,<br>Hide Zero for Teen Numbers, Hide Zero cards<br><br>**Lesson 16-** Hide Zero for Teen Numbers,<br>Count by Tens the Say Ten Way,<br>Count with Ten-Frame Cards,<br>(S) Ten-frame cards<br><br>**Lesson 17-**5-Frame Flashes **K.OA.5**<br>(T) Large 5-Frame cards,<br>Count Out Teen Numbers,<br>Count within Tens<br>**Lesson 18-** Ten-Frame Flashes,<br>(T) Ten-frame cards,<br>Teen Number Bonds,<br>Count on the Rekenrek<br><br>**Lesson 19-** Number Bonds of 7,<br>Count to 100 by Ones, |

# Curriculum and Instruction – Mathematics

## Quarter: 4 Grade: Kindergarten

| TN STATE STANDARDS | CONTENT | INSTRUCTIONAL SUPPORT | VOCABULARY/FLUENCY |
|---|---|---|---|
| | • **Lesson 15*:** I can count up and down by tens to 100 with Say Ten and regular counting. (**K.CC.A.1, K.CC.A.2, K.MD.B.3**)<br>• **Lesson 16*:** I can count within tens by ones. (**K.CC.A.1, K.CC.A.2, K.MD.B.3**)<br>• **Lesson 17*:** I can count across tens when counting by ones through 40. (**K.CC.A.1, K.CC.A.2, K.MD.B.3**)<br>• **Lesson 18*:** I can count across tens by ones to 100 with and without objects. (**K.CC.A.1, K.CC.A.2, K.MD.B.3**)<br>• **Lesson 19:** I can explore numbers on the Rekenrek. (Optional) (**K.CC.A.1, K.CC.A.2**)<br><br>**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.* | **Additional instructional resources for enrichment/remediation:**<br>Remediation Guide<br><br>**Ready teacher-toolbox aligned lessons:**<br>• Lesson 24: Count to 100 by Tens<br>• Lesson 25: Count to 100 by Ones<br><br>**Zearn**<br>Numbers to 10<br><br>**Embarc.online Module 5**<br><br>**I-Ready Lessons:**<br>Counting On: 1 to 100<br>Counting On<br><br>**Task Bank:**<br>Counting by Tens | Hide Zero for Numbers to 100 |
| **Domain:** Number and Operations in Base Ten<br>**Cluster:** Work with numbers 11-19 to gain foundations for place value<br><br>■**K.NBT.A.1** 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.<br><br>**Domain:** Measurement<br>**Cluster:** Describe and compare measurable attributes | **Topic E: Represent and apply compositions and decompositions of teen numbers**<br><br>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 | **Eureka Parent Newsletter: Topic E**<br><br>**Pacing Considerations:**<br><br>No pacing consideration recommended<br><br>**Additional instructional resources for enrichment/remediation:**<br>Remediation Guide<br><br>**Ready teacher-toolbox aligned lessons:**<br>• Lesson 23: Make Teen Numbers | **Fluency Practice:**<br><br>**Lesson 20-** Dot Cards of Seven, Count Crossing Tens, Group Tens and Ones<br><br>**Lesson 21-** Number Bonds of Seven, Four Rekenreks, Count Teen Numbers<br><br>**Lesson 22-** Dot Cards of Eight, Count Teen Numbers, Teen Numbers on the Rekenrek |

| TN STATE STANDARDS | CONTENT | INSTRUCTIONAL SUPPORT | VOCABULARY/FLUENCY |
|---|---|---|---|
| ➢ **K.MD.B.3** Identify the penny nickel, dime, and quarter and recognize the value of each. | 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.<br><br>**Learning Targets/ Objectives :**<br>• **Lesson 20*:** I can represent teen number compositions and decompositions as addition sentences. (**K.NBT.A.1, K.MD.B.3**)<br>• **Lesson 21:** I can represent teen number decompositions as 10 ones and some ones, and find a hidden part. (**K.NBT.A.1**)<br>• **Lesson 22:** I can decompose teen numbers as 10 ones and some ones; compare *some ones* to compare the teen numbers. (**K.NBT.A.1**)<br>• **Lesson 23:** I can reason about and represent situations, decomposing teen numbers into 10 ones and some ones and composing 10 ones and some ones into a teen number. ( **K.NBT.A.1**)<br>• **Lesson 24:** I can complete the Culminating Task by representing teen number decompositions in various ways. (**K.CC.B.5, K.NBT.A.1**)<br>**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.* | Zearn<br>Numbers to 10<br><br>Embarc.online Module 5<br><br>**I-Ready Lessons:**<br>Grouping Into Tens and Ones<br>Counting with One-to-One Correspondence<br>Counting Objects in a set<br>Counting and Ordering to 20<br>Counting and Ordering to 30<br><br>**Task Bank:**<br>**What Makes a Teen?** | **Lesson 23-** Number Bonds of Eight, Matching Dot and Number Cards<br><br>**Lesson 24-** Help the Frog Catch the Fly, Number Bond Hopping Card Games |

# Curriculum and Instruction – Mathematics

**Quarter: 4** **Grade: Kindergarten**

| TN STATE STANDARDS | CONTENT | INSTRUCTIONAL SUPPORT | VOCABULARY/FLUENCY |
|---|---|---|---|
| **Module 2: Two-Dimensional and Three-Dimensional Shapes** | | | |
| **Domain:** Measurement and Data<br>**Cluster:** Classify objects and count the number of objects.<br><br>➢ **K.MD.B.4** Sort objects into given categories; with 10 or les in each category. Compare the Categories by group size<br><br>**Domain:** Geometry<br>**Cluster:** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes)<br><br>➢ **K.G.A.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.<br><br>➢ **K.G.A.2** Correctly name shapes regardless of their orientations or overall size.<br>➢ **K.G.A.3** Identify shapes as two-dimensional or three-dimensional<br><br>**Domain:** Geometry<br>**Cluster:** Analyze, compare, and compose shapes. | **Essential Questions**<br>• How can you tell if a shape is a rectangle?<br>• How can you tell if a shape is a circle?<br>• How can you tell if a shape is a triangle?<br>• Ho can you use smaller shapes to make a larger shape?<br>• What do you look for when you describe and match shapes?<br>• How can you describe the flat surfaces of solids?<br><br>**Topic A: Two-Dimensional Flat Shapes**<br><br>**Learning Targets/ Objectives :**<br>• **Lesson 1:** I can find and describe flat triangles, squares, rectangles, hexagons, and circles using informal language without naming. (**K.G.A.2 K.G.A.3)**<br>• **Lesson 2:** I can explain decisions about classifications of triangles into categories using variants and non-examples. I can identify shapes as triangles **(K.G.A.2)**<br>• **Lesson 3:** I can explain decisions about classifications of rectangles into categories using variants and non-examples. I can identify shapes as rectangles. **(K.G.A.2)**<br>• **Lesson 4:** I can explain decisions about classifications of hexagons and circles, | Eureka Parent Newsletter: Topic A<br><br>**Pacing Considerations:**<br><br>**Omit Lesson 5**<br><br>**Additional instructional resources for enrichment/remediation:**<br>Remediation Guide<br><br>**Ready teacher-toolbox aligned lessons:**<br>• Lesson 29: See Position and Shape<br>• Lesson 30: Name Shapes<br><br>Zearn<br>Numbers to 10<br><br>Embarc.online Module 2<br><br>**I-Ready Lessons:**<br>Identifying Two-Dimensional Shapes<br>Identifying Three-Dimensional Shapes<br><br>**Task Bank:**<br>K.G.1 - K.G.3 Tasks | **Vocabulary – Module 2**<br>Above, below, beside, in front of, next to, behind, circle, cone, cube, cylinder, face, flat, hexagon, rectangle, solid, sphere, square, triangle<br><br>Familiar Terms:<br>Match, sort<br><br>**Fluency Practice:**<br>**Lesson 1:** Making 5 with 5-group mats<br>Draw More to Make 5<br>5-group Hands<br>**Lesson 2:** Making 3 with Triangles<br>Make a Shape<br>Groups of 6<br>**Lesson 3:** 5-Group Hands<br>Making 4 with square& Beans<br>Triangle or Not<br>**Lesson 4:** Rectangle or Not<br>Make a Shape<br>Groups of 7<br>**Lesson 5:** Groups Shapes<br>Peek-a-Boo Shapes<br>Groups of 8 |

■ Major Content ➢ Supporting Content

# Curriculum and Instruction – Mathematics

**Quarter: 4** **Grade: Kindergarten**

| TN STATE STANDARDS | CONTENT | INSTRUCTIONAL SUPPORT | VOCABULARY/FLUENCY |
|---|---|---|---|
| ➢ **K.G.B.4** Describe similarities and differences between two-and three-dimensional shapes in different sizes and orientations | and identify them by name. I can make observations using variants and non-examples. **(K.G.A.2)**<br>• **Lesson 5:** I can describe and communicate positions of all flat shapes using the words above below, beside, in front of, next to, and behind. **(K.G.A.1, K.G.A.3)** | | |
| **Domain:** Geometry<br>**Cluster:** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes)<br><br>➢ **K.G.A.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.<br><br>➢ **K.G.A.2** Correctly name shapes regardless of their orientations or overall size.<br><br>**Domain:** Geometry<br>**Cluster:** Analyze, compare, and compose shapes.<br><br>➢ **K.G.B.4** Describe similarities and differences between two-and three-dimensional shapes in different sizes and orientations | **Topic B: Three-Dimensional Solid Shapes**<br><br>**Learning Targets/ Objectives :**<br>• **Lesson 6:** I can find and describe solid shapes using informal language without naming. **(K.G.A.2)**<br>• **Lesson 7:** I can explain decisions about classification of solid shapes into categories. I can name the sold shapes. **(K.G.A.2, K.G.B.4)**<br>• **Lesson 8:** I can describe and communicate positions of all solid shapes using the words above, below, beside, in front of, next to and behind. **(K.G.A.2, K.G.A.1)** | **Eureka Parent Newsletter: Topic B**<br><br>**Pacing Considerations:**<br><br>**Omit Lesson 5**<br><br>**Additional instructional resources for enrichment/remediation:**<br>Remediation Guide<br><br>**Ready teacher-toolbox aligned lessons:**<br>• Lesson 29: See Position and Shape<br>• Lesson 30: Name Shapes<br><br>**Zearn**<br>Numbers to 10<br><br>**Embarc.online Module 2**<br><br>**I-Ready Lessons:**<br>Identifying Two-Dimensional Shapes<br>Identifying Three-Dimensional Shapes<br>Attributes of Three-Dimensional Shapes<br><br>**Task Bank:**<br>**K.G.1 - K.G.3 Tasks** | **Fluency Practice:**<br><br>**Lesson 6:** Beep Number<br>Hide and See<br>Take Apart Groups of Circles<br>**Lesson 7:** Show Me Shapes<br>Making 5 with 5-group mats<br>5-Group Hands<br>**Lesson 8:** Positions Words<br>Show me Shapes<br>Rekenrek |

# Curriculum and Instruction – Mathematics

## Quarter: 4 Grade: Kindergarten

| TN STATE STANDARDS | CONTENT | INSTRUCTIONAL SUPPORT | VOCABULARY/FLUENCY |
|---|---|---|---|
| **Domain:** Measurement and Data<br>**Cluster:** Classify objects and count the number of objects.<br><br>➢ **K.MD.B.4** Sort objects into given categories; with 10 or les in each category. Compare the Categories by group size<br><br>**Domain:** Geometry<br>**Cluster:** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes)<br><br>➢ **K.G.A.3** Identify shapes as two-dimensional or three-dimensional<br><br>**Domain:** Geometry<br>**Cluster:** Analyze, compare, and compose shapes.<br><br>**K.G.B.4** Describe similarities and differences between two-and three-dimensional shapes in different sizes and orientations | **Topic C: Two-Dimensional and Three-Dimensional Shapes**<br><br>**Learning Targets/ Objectives :**<br>• **Lesson 9:** I can identify and sort shapes as two-dimensional or three-dimensional, and recognize two-dimensional and three-dimensional shapes in different orientations and sizes. **(K.MD.B.4, K.G.A.3, K.G.B.4)**<br>**Lesson 10:** I can collaborate in groups to create displays of different flat shapes with examples, non-examples, and a corresponding solid shape. **(K.MD.B.4, K.G.A.3, K.G.B .4)**<br><br>**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.* | **Eureka Parent Newsletter: Topic C**<br><br>**Pacing Considerations:**<br><br>**Additional instructional resources for enrichment/remediation:**<br>Remediation Guide<br><br>**Ready teacher-toolbox aligned lessons:**<br>• Lesson 31: Compare Shapes<br><br>**Zearn**<br>Numbers to 10<br><br>**Embarc.online Module 2**<br><br>**I-Ready Lessons:**<br>Identifying Two-Dimensional Shapes<br>Identifying Three-Dimensional Shapes<br>Attributes of Three-Dimensional Shapes<br><br>**Task Bank:**<br>**K.G.1 - K.G.3 Tasks**<br>Alike or Different (K.G.B.4) | **Fluency Practice:**<br>**Lesson 9:** Groups of Shapes<br>Groups of 9<br>Hide and See 5<br>**Lesson 10:** Groups of Shapes<br>5-Group Hands |

■ Major Content ➢ Supporting Content

# Curriculum and Instruction – Mathematics

**Quarter: 4** **Grade: Kindergarten**

| TN STATE STANDARDS | CONTENT | INSTRUCTIONAL SUPPORT | VOCABULARY/FLUENCY |
|---|---|---|---|
| **Module 6: Analyzing, Comparing, and Composing Shapes** | | | |
| Domain: Counting and Cardinality<br>Cluster: Count to tell the number of objects<br><br>■ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.<br><br>**Domain:** Geometry<br>**Cluster:** Analyze, Compare, Create, and Compose Shapes<br><br>➢ **K.G.B.5** Model shapes in the world by building and drawing shapes.<br><br>➢ **K.G.B.6** Compose larger shapes using simple shapes and identify smaller shapes within a larger shape. | **Essential Questions**<br>1. How can I combine shapes to make new shapes?<br><br>**Topic A- Building and Drawing Flat and Solid Shapes**<br><br>**Learning Targets/ Objectives :**<br><br>**Lesson 1:** I can describe the systematic construction of flat shapes using ordinal numbers. **(K.CC.A.4, K.G.B.5)**<br>**Lesson 3:** I can compose solids using flat shapes as a foundation. **K.G.B.5)**<br>**Omit Lesson 4**<br><br>**Topic B- Composing and Decomposing Shapes**<br><br>**Learning Targets/ Objectives :**<br>• Lesson 5: I can compose flat shapes using pattern blocks and drawings. **(K.G.B.6)**<br>• **Lesson 6:** I can decompose flat shapes into two or more shapes<br>• **Lesson 7:** Compose simple shapes to form a larger shape **(K.G.B.5, K.G.B.6)**<br>• **Lesson 8:** Culminating task – review | Eureka Parent Newsletter: Topic A<br><br>**Pacing Considerations:**<br><br>**Omit Lesson 1**<br>**Omit Lesson 4**<br><br>**Additional instructional resources for enrichment/remediation:**<br>Remediation Guide<br><br>**Ready teacher-toolbox aligned lessons:**<br>• Lesson 32: Build Shapes<br><br>Zearn<br>Numbers to 10<br><br>Embarc.online Module 2<br><br>**I-Ready Lessons:**<br>Decomposing Two-Dimensional Shapes<br>Classifying Plane Shapes by Attributes | **Vocabulary- Module 6**<br>Ordinal Numbers<br><br>Familiar Terms and Symbols<br>Position Words, Circle, Cone, Cube, Cylinder, Face, Flat, Hexagon<br><br>**Fluency Practice:**<br><br>**Lesson 1-** Count to 100 by Ones, if you're Happy and you Know It<br><br>**Lesson 3-** Color by Answer Addition, Color by Answer Subtraction<br><br>**Lesson 5-** Sprint: Core Fluency from Lesson 2, Finish Line |

■ Major Content ➢ Supporting Content

| TN STATE STANDARDS | CONTENT | INSTRUCTIONAL SUPPORT | VOCABULARY/FLUENCY |
|---|---|---|---|
| | selected topics to create a cumulative year-end project<br><br>**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.* | | |

| RESOURCE TOOLBOX<br>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)<br>https://support.nwea.org/khanrit - These Khan Academy lessons are aligned to RIT scores. | | |
| **Textbook Resources**<br>**Engage NY/Eureka Math Teacher Support** | **CCSS**<br>**Tennessee Math Standards** | **Videos**<br>Teaching Math: A Video Library K-4<br>SEDL: CCSS Online Video Series<br>NCTM Common Core Videos |
| **Interactive Manipulatives**<br>Library of Virtual Manipulatives<br>Math Playground<br>Think Central<br>Learnzillion | | **Additional Sites**<br>Kindergarten Math Activities<br>Illustrative Mathematics K<br>Mathematical Practices Posters |
| **Other**<br>Use this guide as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions.<br>**Pacing and Preparation Guide (Omissions)**<br>**Parent Roadmap**<br>**Parent Newsletters** | | |

***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.***

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

***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

## April 2019

| | Monday | Tuesday | Wednesday | Thursday | Friday | Notes: |
|---|---|---|---|---|---|---|
| Module 5 | **1**<br>Lesson 17 | **2**<br>Lesson 18<br>Omit Lesson 19 | **3**<br>Flex (Portfolio)Day | **4**<br>Flex (Portfolio)Day | **5**<br>Flex (Portfolio)Day | Omit Lesson 19<br><br>**Note: HOLD Mid Module Assessment until after Topic D for completion of Portfolio Items**<br><br>Note: ***Flex days*** 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)<br><br>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. |
| Module 5 | **8**<br>Review day | **9**<br>M5: Mid Module Assessment | **10**<br>M5: Mid Module Assessment | **11**<br>M5: Mid Module Complete | **12**<br>Topic E: Lesson 20 | |
| Module 5 | **15**<br>Lesson 21 | **16**<br>Lesson 22 | **17**<br>Lesson 23 | **18**<br>Lesson 24 | **19**<br>***Spring Holiday/Good Friday (Out)*** | |
| Complete Module 5<br>Begin Module 2 | **22**<br>M5: End of Module Assessment | **23**<br>M5: End of Module Assessment | **24**<br>M5: End of Module Assessment Complete | **25**<br>Module 2: Topic A: Lesson 1 | **26**<br>Lesson 2 | |
| Module 2 | **29**<br>Lesson 3 | **30**<br>Lesson 4<br>Omit Lesson 5 | 1 | 2 | 3 | Omit Lesson 5 |

***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

| May 2019 | | | | | | |
|---|---|---|---|---|---|---|
| | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Notes:** |
| Module 2 | | | **1**<br>Topic B:<br>Lesson 6 | **2**<br>Lesson 7<br>Omit Lesson 8 | **3**<br>Lesson 9 | 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.<br><br>**Omit Lesson 8**<br>**Omit Lesson 1**<br>**Omit Lesson 4** |
| Complete Module 2<br>Begin Module 6 | **6**<br>Lesson 10 | **7**<br>M2: End of Module Assessment | **8**<br>M2: End of Module Assessment | **9**<br>Module 6<br>Topic A:<br>Lesson 2<br>Omit Lesson 1 | **10**<br>Lesson 3<br>Omit Lesson 4 | |
| Complete Module 6 | **13**<br>Topic B:<br>Lesson 5 | **14**<br>Lesson 6 | **15**<br>Lesson 7<br>Complete lesson 8 after End of Module Assessment | **16**<br>M6: End of Module Assessment | **17**<br>M6: End of Module Assessment Complete | **Move Lesson 8 after End of Module Assessment**<br><br>Note: ***Flex days*** 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) |
| | **20**<br>Lesson 8 | **21**<br>Flex (Task) Day | **22**<br>Flex (Task) Day | **23**<br>Flex (Task) Day<br>*4th Nine Week ends* | **24**<br>*Admin Day* | |
| | **27** | **28** | **29** | **30** | **31** | |

***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.***