



# Curriculum and Instruction – Mathematics

Quarter: 4

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

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

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



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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.



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### Grade: K Quarter 4 Overview

Module 5: Numbers 10-20 and Counting to 100

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.A.1, K.CC.A.2, K.CC.B.4
 K.OA.A.4	Conceptual Understanding	K.OA.2, K.OA.3
 K.NBT.A.1	Conceptual Understanding	K.OA.2, K.OA.3
K.MD.B.3	Conceptual Understanding	K.MD.A.2, K.CC.B.5, K.CC.C..6
K.G.B.4	Conceptual Understanding	K.G.A.1, K.G.A.2, K.G.A.3
K.G.B.5	Conceptual Understanding	K.G.A.1, K.G.A.2, K.G.A.3
K.G.B.6	Conceptual Understanding	K.G.A.1, K.G.A.2, K.G.A.3
 Denotes Portfolio Standard (2018-2019)		
<a href="#">Instructional Focus Document</a> – Grade K		



# Curriculum and Instruction – Mathematics

Quarter: 4

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES
<p align="center"><b>Module 5: Numbers 10-20 and Counting to 100</b></p> <p><i>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.</i></p>		
<p><b>Domain:</b> Counting and Cardinality  <b>Cluster:</b> Count to tell the number of objects</p> <p>■ <b>K.CC.B.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, using one-to-one correspondence.</p> <p>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.</p> <p>c. Recognize that each successive number name refers to a quantity that is one greater.</p> <p>■ <b>K.CC.B. 5</b> 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 configuration. Given a number from 1-20, count out that many objects</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>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><i>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.</i></p> <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.B.4, K.CC.B.5)</li> </ul>	<p><a href="#">Eureka Parent Newsletter: Topic A</a></p> <p><b>Pacing Considerations:</b></p> <p>No pacing considerations recommended</p> <p><b>Vocabulary- Module 5</b>  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>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>  Numbers to 10</p> <p><a href="#">Embarc.online Module 5</a></p> <p><b>Videos:</b></p>

■ Major Content

➤ Supporting Content



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
<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>	<ul style="list-style-type: none"> <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.B.4, K.CC.B.5, 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.B.4, K.CC.B.5, 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.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.NBT.B.1)</li> </ul>	<p><a href="#">Candy for a Friend: Trajectory of Learning</a> (K.NBT.A.1)</p> <p><b>I-Ready Lessons:</b></p> <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> <p><a href="#">Choral Counting</a> (K.CC.A.1)</p> <p><a href="#">Assessing Counting Sequences I</a> (K.CC.A1)</p> <p><a href="#">Counting by Tens</a> (K.CC.A.1)</p>	
<p><b>Domain:</b> Counting and Cardinality <b>Cluster:</b> Know number names and the counting sequence.</p> <p>■ <b>K.CC.A.3</b> Write numbers from 0-20. Represent a number of objects with a written numeral 0-20.</p> <p><b>Domain:</b> Numbers and Operation 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>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. How can you count by tens to make a greater number?</li> <li>2. How can you use 10 as a benchmark to compare numbers?</li> </ol> <p><b>Topic B: Compose Numbers 11-20 from 10 Ones and Some Ones; Represent and Write Teen Numbers</b></p> <p><b>Learning Targets/ Objectives :</b></p> <p>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 <b>I</b> after the lesson. When planning for these lessons include language about the value of a dime in order to continue student</p>	<p><a href="#">Eureka Parent Newsletter: Topic B</a></p> <p><b>Pacing Considerations:</b></p> <p>No pacing consideration 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 23: <a href="#">Make 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></p> <p><a href="#">Candy for a Friend: Trajectory of Learning</a> (K.NBT.A.1)</p> <p><b>I-Ready Lessons:</b></p> <p>Grouping into Tens and Ones</p> <p>Counting and Ordering to 20</p> <p>Counting and Ordering to 30</p>	

■ Major Content

➤ Supporting Content



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<b>Domain:</b> Measurement <b>Cluster:</b> Describe and compare measurable attributes <b>K.MD.B.3</b> Identify the penny nickel, dime, and quarter and recognize the value of each.	<p>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.</p> <ul style="list-style-type: none"> <li><b>Lesson 6:</b> I can model with objects and represent numbers 10 to 20 with place value or Hide Zero cards. (K.CC.B.4, K.NBT.A.1)</li> <li><b>Lesson 7*:</b> I can model and write numbers 10 to 20 as number bonds. (K.CC.A.3, K.NBT.A.1)</li> <li><b>Lesson 8:</b> I can model teen numbers with materials from abstract to concrete. (K.CC.A.3, K.NBT.A.1.)</li> <li><b>Lesson 9:</b> I can draw teen numbers from abstract to pictorial. (K.NBT.A.1)</li> </ul>	Counting and Ordering to 100  Task Bank: <a href="#">Choral Counting</a> <a href="#">Counting by 10's</a> <a href="#">Number after Bingo 1-15</a> What Makes a Teen?	
<b>Domain:</b> Counting and Cardinality <b>Cluster:</b> Know number names and the count sequence <b>K.CC.A.1</b> Count to 100 by ones, fives, and tens. Count backward from 10. <b>K.CC.A.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).  <b>Domain:</b> Counting and Cardinality <b>Cluster:</b> Count to tell the number of objects	<p><b>Topic C: Decompose Numbers 11-20, and Count to Answer “How Many?” Questions in Varied Configurations</b></p> <p><b>Learning Targets/ Objectives :</b></p> <ul style="list-style-type: none"> <li><b>Lesson 10:</b> I can build a Rekenrek to 20. (K.CC.B.4, K.OA.A.4)</li> <li><b>Lesson 11:</b> 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, K.NBT.A.1)</li> <li><b>Lesson 12:</b> I can represent numbers 20 to 11 in tower configurations decreasing</li> </ul>	<a href="#">Eureka Parent Newsletter: Topic C</a>  Pacing Considerations:  Omit Lesson 10	
		Additional instructional resources for enrichment/remediation: <a href="#">Remediation Guide</a>  Ready teacher-toolbox aligned lessons: <ul style="list-style-type: none"> <li>Lesson 22: <a href="#">Count Teen Numbers</a></li> </ul> <a href="#">Zearn</a> Numbers to 10  <a href="#">Embarc.online Module 5</a>  Videos:	

■ Major Content

➤ Supporting Content





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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES
<p>■ <b>K.CC.B.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, using one-to-one correspondence.</p> <p>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.</p> <p>c. Recognize that each successive number name refers to a quantity that is one greater.</p> <p>■ <b>K.CC.B. 5</b> 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 configuration. Given a number from 1-20, count out that many objects</p> <p><b>Domain:</b> Operations and Algebraic Thinking  <b>Cluster:</b> Understand addition as putting together and adding t, and understand subtraction as taking apart and taking from.</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 and equation.</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</p>	<p>by 1—a pattern of 1 <i>smaller</i>. (<b>K.CC.B.5, K.NBT.A.1</b>)</p> <ul style="list-style-type: none"> <li>• <b>Lesson 13:</b> I can show, count, and write to answer <i>how many</i> questions in linear and array configurations. (<b>K.CC.A.2, K.CC.B.4, K.CC.B.5, K.NBT.A.1</b>)</li> <li>• <b>Lesson 14:</b> I can show, count, and write to answer <i>how many</i> questions with up to 20 objects in circular configurations. (<b>K.CC.A.1, K.CC.B.5, K.NBT.A.1</b>)</li> </ul>	<p><a href="#">Candy for a Friend: Trajectory of Learning</a> (K.NBT.A.1)</p> <p><b>I-Ready Lessons:</b>            Counting and Ordering to 20            Counting and Ordering to 30            Counting and Ordering to 100</p> <p><b>Task Bank:</b>  <a href="#">Choral Counting</a>  <a href="#">Counting by 10's</a>  <a href="#">Number after Bingo 1-15</a>  <b>What Makes a Teen?</b></p>

■ Major Content

➤ Supporting Content





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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
more ones by using objects or drawings. Record each composition or decomposition by a drawing or equation.			
<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>K.CC.A.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</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 D: Extend the Say Ten and Regular Count Sequence to 100</b></p> <p><i>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.</i></p> <p><b>Learning Targets/ Objectives :</b></p> <ul style="list-style-type: none"> <li>● <b>Lesson 15*:</b> I can count up and down by tens to 100 with Say Ten and regular counting. (K.CC.A.1, K.MD.B.3)</li> <li>● <b>Lesson 16*:</b> I can count within tens by ones. (K.CC.A.1, K.CC.A.2, K.MD.B.3)</li> <li>● <b>Lesson 17*:</b> I can count across tens when counting by ones through 40. (K.CC.A.1, K.CC.A.2, K.MD.B.3)</li> <li>● <b>Lesson 18*:</b> 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)</li> </ul>	<p><a href="#">Eureka Parent Newsletter: Topic D</a></p> <p><b>Pacing Considerations:</b></p> <p><b>Combine Lesson 16 and 17:</b>            Complete the fluency activity using the pennies and dimes with Count with Ten-Frame Cards and Count within Tens. Use the group activity for the Lesson 16 Concept Development. Have students complete the problem set from lesson 16 and the second page of lesson 17. Complete the exit ticket from Lesson 16. Use the application problem from Lesson 17 if time permits.</p> <p><b>Omit Lesson 19</b> 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>Additional instructional resources for enrichment/remediation:  <a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons:</b></p> <ul style="list-style-type: none"> <li>● Lesson 24: <a href="#">Count to 100 by Tens</a></li> <li>● Lesson 25: <a href="#">Count to 100 by Ones</a></li> </ul> <p><a href="#">Zearn</a>            Numbers to 10</p> <p><a href="#">Embarc.online Module 5</a></p> <p><b>I-Ready Lessons:</b>            Counting On: 1 to 100            Counting On</p>

■ Major Content

➤ Supporting Content



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
	<ul style="list-style-type: none"> <li><b>Lesson 19:</b> I can explore numbers on the Rekenrek. (Optional) (K.CC.A.1, K.CC.A.2)</li> </ul> <p><b>Complete Mid-Module Assessment-</b> the data on the assessment is to be used for the Kindergarten report card. Please see Kindergarten Assessment Handbook for additional details.</p>		
<p><b>Domain:</b> Counting and Cardinality <b>Cluster:</b> Count to tell the number of objects</p> <p>■ <b>K.CC.B. 5</b> 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 configuration. Given a number from 1-20, count out that many objects</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>Topic E: Represent and apply compositions and decompositions of teen numbers</b></p> <p><b>Note:</b> 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.</p> <p><b>Learning Targets/ Objectives :</b></p> <ul style="list-style-type: none"> <li><b>Lesson 20*:</b> I can represent teen number compositions and decompositions as addition sentences. (K.CC.B.5, K.NBT.A.1, K.MD.B.3)</li> </ul>	<p><a href="#">Eureka Parent Newsletter: Topic E</a></p> <p><b>Pacing Considerations:</b></p> <p>No pacing consideration 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 23: <a href="#">Make 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>I-Ready Lessons:</b> Grouping Into Tens and Ones Counting with One-to-One Correspondence Counting Objects in a set Counting and Ordering to 20 Counting and Ordering to 30</p> <p><b>Task Bank:</b> <b>What Makes a Teen?</b></p>

■ Major Content

➤ Supporting Content

SCS 2017/2018

Revised

10/10/17

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
	<ul style="list-style-type: none"> <li><b>Lesson 21:</b> I can represent teen number decompositions as 10 ones and some ones, and find a hidden part. (K.CC.B.5, K.NBT.A.1)</li> <li><b>Lesson 22:</b> I can decompose teen numbers as 10 ones and some ones; compare <i>some ones</i> to compare the teen numbers. (K.CC.B.5, K.NBT.A.1)</li> <li><b>Lesson 23:</b> 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.CC.B.5, K.NBT.A.1)</li> <li><b>Lesson 24:</b> I can complete the Culminating Task by representing teen number decompositions in various ways. (K.CC.B.5, K.NBT.A.1)</li> </ul> <p><b>Complete End of Module Assessment-</b> the data on the assessment is to be used for the Kindergarten report card. Please see Kindergarten Assessment Handbook for additional details.</p>		
Module 6: Analyzing, Comparing, and Composing Shapes			
<p><b>Domain:</b> Geometry</p> <p><b>Cluster:</b> Analyze, Compare, Create, and Compose Shapes</p> <p>➤ <b>K.G.B.4</b> Describe similarities and differences between two-and three-dimensional shapes, in different sizes and orientation.</p>	<p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>How can I combine shapes to make new shapes?</li> </ol> <p><b>Topic A- Building and Drawing Flat and Solid Shapes</b></p> <p><b>Learning Targets/ Objectives :</b></p>	<p><a href="#">Eureka Parent Newsletter: Topic A</a></p> <p><b>Pacing Considerations:</b></p> <p>Omit Lesson 1 Omit Lesson 4</p>	<p><b>Vocabulary- Module 6</b></p> <p>Ordinal Numbers</p> <p>Familiar Terms and Symbols</p> <p>Position Words, Circle, Cone, Cube, Cylinder, Face, Flat, Hexagon</p> <p><b>Additional instructional resources for enrichment/remediation:</b></p>

■ Major Content

➤ Supporting Content



# Curriculum and Instruction – Mathematics

Quarter: 4

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES
<p>➤ <b>K.G.B.5</b> Model shapes in the world by building and drawing shapes.</p> <p>➤ <b>K.G.B.6</b> Compose larger shapes using simple shapes and identify smaller shapes within a larger shape.</p>	<p><b>Lesson 1:</b> I can describe the systematic construction of flat shapes using ordinal numbers. <b>(K.G.B.4, K.G.B.5)</b></p> <p><b>Lesson 3:</b> I can compose solids using flat shapes as a foundation. <b>(K.G.B.4, K.G.B.5)</b></p> <p><b>Omit Lesson 4</b></p> <p><b>Topic B- Composing and Decomposing Shapes</b></p> <p><b>Learning Targets/ Objectives :</b></p> <ul style="list-style-type: none"> <li>Lesson 5: I can compose flat shapes using pattern blocks and drawings. <b>(K.G.A.4, K.G.B.6)</b></li> <li><b>Lesson 6:</b> I can decompose flat shapes into two or more shapes <b>(K.G.B.6)</b></li> <li><b>Lesson 7:</b> Compose simple shapes to form a larger shape <b>(K.G.B.6)</b></li> <li><b>Lesson 8:</b> Culminating task – review selected topics to create a cumulative year-end project</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><b>Ready teacher-toolbox aligned lessons:</b></p> <ul style="list-style-type: none"> <li>Lesson 32: <a href="#">Build Shapes</a></li> </ul> <p><a href="#">Zearn</a></p> <p>Numbers to 10</p> <p><a href="#">Embarc.online Module 2</a></p> <p><b>I-Ready Lessons:</b> Decomposing Two-Dimensional Shapes Classifying Plane Shapes by Attributes</p>

■ Major Content

➤ Supporting Content



## Curriculum and Instruction – Mathematics

Quarter: 4

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](#)

**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 <b>Flex Options</b> Portfolio Standard M4:End of Module Assessment Topic E and F K.OA.A.2 K.OA.A.3 Pacing	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. <b>Note: You may choose to individually test students after the completion of each topic.</b>
Module 4 <b>Omit Lesson 41</b>	9 Module 4 Topic G: Lesson 39	10 Module 4 Topic G: Lesson 40	11 <b>Module 4: End of Module Assessment</b>	12 <b>Module 4: End of Module Assessment</b>	13 1/2 day students End of 3 <sup>rd</sup> Quarter <b>Flex Options</b> Portfolio Standard Complete Module 4 End of Module Assessment	
	16	17	18	19	20	
Spring Break						<b>Flex Day Options include:</b>  <b>Standard-</b> Suggested standard(s) to review for the day (*-denotes a Portfolio Standard)  <b>Pacing</b> – Use this time to adjust instruction to stay on pace  <b>Other</b> – Includes assessments, review, reteaching, etc.
Module 5	23 4 <sup>th</sup> 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 <b>Flex Options</b> K.CC.B.5* K.NBT.A.1* Pacing	
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.**



# SHELBY COUNTY SCHOOLS 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE K



April 2020						
Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 5			1 Module 5 Topic B: Lesson 7	2 Module 5 Topic B: Lesson 8	3 Flex Options M5:Mid Module Assessment Topic A and B K.CC.A.3* K.NBT.A.1* Pacing	<b>Flex Day Options include:</b>  <b>Standard-</b> Suggested standard(s) to review for the day (*-denotes a Portfolio Standard)  <b>Pacing</b> – Use this time to adjust instruction to stay on pace  <b>Other</b> – Includes assessments, review, reteaching, etc.
Module 5 Omit Lesson 10	6 Module 5 Topic C: Lesson 9	7 Module 5 Topic C: Lesson 11	8 Module 5 Topic C: Lesson 12	9 Module 5 Topic C: Lesson 13	10 Spring Holiday/Good Friday	
Module 5	13 Module 5 Topic C: Lesson 14	14 Module 5: Mid Module Assessment	15 Module 5: Mid Module Assessment	16 Module 5: Mid Module Assessment	17 Flex Options K.CC.B.4* K.CC.B.5* K.NBT.A.1* Pacing	
Module 5 Omit Lesson 19	20 Module 5 Topic D: Lesson 15	21 Module 5 Topic D: Lesson 16 and 17 combined	22 Module 5 Topic D: Lesson 18	23 Module 5 Topic E: Lesson 20	24 Flex Options M5:Mid Module Assessment Topic D K.CC.A.1* K.CC.A.2* K.MD.B.3	
Module 5	27 Module 5 Topic E: Lesson 21	28 Module 5 Topic E: Lesson 22	29 Module 5 Topic E: Lesson 23	30 Module 5: End of Module Assessment	1	

**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



May 2020						
Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 5					1 Flex Options K.CC.B.5* K.NBT.A.1* K.MD.B.3 Pacing	<b>Flex Day Options include:</b> <b>Standard-</b> Suggested standard(s) to review for the day (*-denotes a Portfolio Standard) <b>Pacing</b> – Use this time to adjust instruction to stay on pace <b>Other</b> – Includes assessments, review, reteaching, etc.
Module 5 Module 6	4 Module 5: End of Module Assessment	5 Module 5: End of Module Assessment	6 Module 6 Topic A: Lesson 1	7 Module 6 Topic A: Lesson 2	8 Flex Options K.CC.B.5* K.NBT.A.1* K.MD.B.3 Pacing	
Module 6	11 Module 6 Topic A: Lesson 3	12 Module 6 Topic A: Lesson 4	13 Module 6 Topic A: Lesson 5	14 Module 6 Topic A: Lesson 6	15 Flex Options K.G.B.4 K.G.B.5 K.G.B.6 Pacing	
Module 6	18 Module 6 Topic A: Lesson 7	19 Module 6: End of Module Assessment	20 Module 6: End of Module Assessment	21 Flex Options K.G.B.4 K.G.B.5 K.G.B.6 Pacing	22 1/2 day students 4th Quarter ends Flex Options	
	25 Memorial Day	26	27	28	29	
		PD FLEX DAY				

**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.