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2016-2017

Domain	Cluster	Topic 12 Content Standards Estimated ____ Days First Nine weeks August 5, 2016- October 7, 2016	Vocabulary	Focus
K.G. Geometry	K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cylinders, cones, and spheres) K.G.B. Analyze, compare, and compose shapes	<ol style="list-style-type: none"> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i> and <i>next to</i>. Correctly name shapes regardless of their orientations or overall size. Identify shapes as two-dimensional (lying in a plane “flat”) or three-dimensional (“solid”). Analyze and compare two and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/”corners”) and other attributes (e.g., having sides of equal length). 	Sort Two-D shape (flat) Three-D shape (solid) Circle Side Triangle Vertex (corner) Rectangle Square Hexagon Cone Cube Cylinder Sphere Above Behind Below Beside In front of Next to	<ul style="list-style-type: none"> Name shapes as flat or solid Identify and describe circles, triangles, squares, rectangles, and hexagons Describe and identify cubes, cylinders, cones and spheres Describe shapes in the environment Describe positions of shapes in the environment
Notes:				

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2016-2017

Domain	Cluster	Topic 1 Content Standards Estimated ____ Days	Vocabulary	Focus
K.CC Counting and Cardinality	K.CC.A Know number names and the count sequence K.CC.B Count to tell the number of objects	<p>3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand 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. c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	<p>Count One Two Three Four Five Number Zero Part Whole Order</p>	<ul style="list-style-type: none"> Count 1, 2, 3, 4, and 5 objects Recognize 1, 2, 3, 4, and 5 in different arrangements Read and write 1, 2, 3, 4, and 5 Identify, read and write the number zero Show ways to make five
Notes:				

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2016-2017

Domain	Cluster	Topic 3 Content Standards Estimated ____ Days	Vocabulary	Focus
K.CC Counting and Cardinality	K.CC.A Know number names and the count sequence K.CC.B Count to tell the number of objects	<p>3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand 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. c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	Six Seven Eight Nine Ten	<ul style="list-style-type: none"> Count to the numbers 6, 7, 8, 9, and 10 Read and write the numbers 6, 7, 8, 9, and 10 Show how to make a group of 10 Use counting patterns to solve a problem
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2016-2017

Domain	Cluster	Topic 2 Content Standards Estimated ____ Days	Vocabulary	Focus
K.CC Counting and Cardinality	K.CC.C Compare numbers.	<p>6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)</p> <p>7. Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>Compare Equal Group Same number as Greater than Less than model</p>	<ul style="list-style-type: none"> • Compare groups to see if they are equal by matching • Tell whether one group is greater than or less than another group. • Compare groups by counting • Compare numbers • Use objects, drawings and numbers to compare numbers

Notes:

Domain	Cluster	Topic 4 Content Standards Estimated ____ Days	Vocabulary	Focus
K.CC Counting and Cardinality	K.CC.A Know number names and the count sequence K.CC. B Count to tell the number of objects K.CC.C Compare Numbers	<p>2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>4. c Understand that each successive number name refers to a quantity that is one larger.</p> <p>6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)</p> <p>7. Compare two numbers between 1 and 10 presented as written numerals.</p>	None	<ul style="list-style-type: none"> • Compare groups to 10 • Compare numbers using numerals • Compare groups of numbers by counting • Compare and count numbers to 10 • Repeat something from one problem to help solve another problem

Notes:

Domain	Cluster	Topic 5 Content Standards Estimated ____ Days	Vocabulary	Focus
K.CC Counting and Cardinality K.MD Measurement and Data	K.CC.C Compare Numbers K.MD.B Classify Objects and Count the Number of Objects	<p>K.CC</p> <p>5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1 to 20, count out that many objects.</p> <p>6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)</p> <p>7. Compare two numbers between 1 and 10 presented as written numerals.</p> <p>K.MD</p> <p>3. Classify objects into given categories; count the number of objects in each category and sort the categories by count.</p>	Category Classify Chart Tally mark	<ul style="list-style-type: none"> • Classify objects into categories • Count the number of objects in each category • Sort the categories by counting • Tell whether the way objects have been sorted, counted and compared makes sense

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Domain	Cluster	Topic 14 Content Standards Estimated ____ Days	Vocabulary	Focus
K.MD Measurement and Data	K.MD.A. Describe and Compare Measureable Attributes of Objects	1. Describe measurable attributes of objects, such as length or weight. 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	Height Length Longer Shorter Taller Capacity Balance scale Heavier Lighter Weighs Weight Attribute	<ul style="list-style-type: none"> • Compare objects by length, height, capacity, and weight • Use attributes to describe different objects • Use words to describe how an object can be measured • Solve math problems about objects with measurable attributes by using precision

Notes:

Benchmark Testing End of First Semesters

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2016-2017

Domain	Cluster	Topic 9 Content Standards Estimated ____ Days	Vocabulary	Focus
K.CC Counting and Cardinality	K.CC.A Know number names and the count sequence K.CC.B Count to tell the number of objects	Third Nine Weeks January 5, 2017 – March 15, 2017		
		2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1)	Eleven Twelve Thirteen Fourteen Fifteen Sixteen Seventeen Eighteen Nineteen Twenty Row	<ul style="list-style-type: none"> Count and write the whole numbers from 11 to 20
		3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		<ul style="list-style-type: none"> Count forward from any number to 20
		4.c Understand that each successive number name refers to a quantity that is one larger.		<ul style="list-style-type: none"> Count to find how many are in a group
		5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.		<ul style="list-style-type: none"> Use reasoning to count and write numbers to 20

Notes:

Domain	Cluster	Topic 11 Content Standards Estimated ____ Days	Vocabulary	Focus
K.CC Counting and Cardinality	K.CC.A Know number names and the count sequence	<ol style="list-style-type: none"> 1. Count to 100 by ones and tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1) 	<p>Column Ones Pattern Tens Decade Hundred chart</p>	<ul style="list-style-type: none"> • Use patterns to count to 30 • Use patterns to count to 50 • Skip count by tens to 100 • Count to the number 100 by using tens and ones • Count forward from any number to 100 by ones • Count by tens and ones from any number up to 100

Notes:

Domain	Cluster	Topic 12 Content Standards Estimated ____ Days	Vocabulary	Focus
K.G. Geometry	K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cylinders, cones, and spheres) K.G.B. Analyze, compare, and compose shapes	<ol style="list-style-type: none"> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i> and <i>next to</i>. Correctly name shapes regardless of their orientations or overall size. Identify shapes as two-dimensional (lying in a plane “flat”) or three-dimensional (“solid”). Analyze and compare two and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/”corners”) and other attributes (e.g., having sides of equal length). 	Sort Two-D shape (flat) Three-D shape (solid) Circle Side Triangle Vertex (corner) Rectangle Square Hexagon Cone Cube Cylinder Sphere Above Behind Below Beside In front of Next to	<ul style="list-style-type: none"> Name shapes as flat or solid Identify and describe circles, triangles, squares, rectangles, and hexagons Describe and identify cubes, cylinders, cones and spheres Describe shapes in the environment Describe positions of shapes in the environment
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Domain	Cluster	Topic 13 Content Standards Estimated ____ Days	Vocabulary	Focus
K.G. Geometry	K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cylinders, cones, and spheres) K.G.B. Analyze, compare, and compose shapes	<p>3. Identify shapes as two-dimensional (lying in a plane “flat”) or three-dimensional (“solid”).</p> <p>4. Analyze and compare two and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/”corners”) and other attributes (e.g., having sides of equal length).</p> <p>5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>6. Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i></p>	Roll Slide Stack Flat surface	<ul style="list-style-type: none"> Analyze and compare 2-D and 3-D shapes Make 2-D shapes using other 2-D shapes Build 2-D shapes that match given attributes Use materials to build 3-D shapes
<p>Notes:</p> <p style="text-align: center;">Benchmark Testing Third Nine Weeks</p>				

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Domain	Cluster	Topic 6 Content Standards Estimated ____ Days Fourth Nine weeks March 16, 2017 – May 25, 2017	Vocabulary	Focus
K.OA Operations and Algebraic Thinking	K.OA. A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	<ol style="list-style-type: none"> 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations. 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 5. Fluently add and subtract within 5. 	In all Join Addition sentence Add Plus sign (+) Equal sign (=) Equation Sum	<ul style="list-style-type: none"> • Show numbers in many ways • Represent addition as adding to, putting together • Use the plus sign • Write an equation to show addition • Solve addition word problems • Use patterns to add numbers together

Notes:

Domain	Cluster	Topic 7 Content Standards Estimated ____ Days	Vocabulary	Focus
K.OA Operations and Algebraic Thinking	K.OA. A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	<ol style="list-style-type: none"> 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations. 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 5. Fluently add and subtract within 5. 	Left Separate Subtraction sentence Take away Minus sign (-) Subtract Difference	<ul style="list-style-type: none"> • Show numbers in many ways • Represent subtraction as taking apart and taking from • Use the minus sign • Represent and explain subtraction with equations • Solve subtraction word problems • Find patterns in subtraction problems • Use tools to subtract numbers
Notes:				

Domain	Cluster	Topic 8 Content Standards Estimated ____ Days	Vocabulary	Focus
K.OA Operations and Algebraic Thinking	K.OA. A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	<ol style="list-style-type: none"> 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations. 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. 5. Fluently add and subtract within 5. 	Break apart Operation	<ul style="list-style-type: none"> • Write equations to show the parts of numbers up to 10 • Solve related addition and subtraction equations • Reason about numbers and operations • Fluently add and subtract to 5 • Solve word problems: both addends unknown • Find number partners for 10 • Find a missing part to make 10

Domain	Cluster	Topic 10 Content Standards Estimated ____ Days	Vocabulary	Focus
K.NBT Numbers and Operations in Base Ten	K.NBT.A Work with numbers 11-19 to gain foundations for place value	<p>1. Compose and decompose numbers from 11-19 into ten ones and some further ones, e.g., by using objects and drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	How many more?	<ul style="list-style-type: none"> • Use drawings and equations to make the whole numbers from 11 to 19 • Find parts of the whole numbers from 11 to 19. • Use patterns to make and find the parts of numbers to 19

Notes: