

**MOBILE COUNTY PUBLIC SCHOOLS  
DIVISION OF CURRICULUM & INSTRUCTION  
KINDERGARTEN MATHEMATICS INSTRUCTIONAL PLANNING GUIDE  
2016-2017: QTR3**

**Qtr. 3: Weeks 1-3**

**January 4 – January 25 (15 days)**

**Kindergarten, Unit 7: Comparing Numbers & Understanding Addition and Subtraction within 10**

**UNIT OVERVIEW: COMPARING NUMBERS & UNDERSTANDING ADDITION AND SUBTRACTION WITHIN 10**

In this unit, students identify which group of objects has more than the other or if two groups have the same number of objects. They can then use this understanding or their understanding of the counting sequence to compare numbers between 1 and 10 presented as written numerals. Students then extend their understanding of addition and subtraction to include addition and subtraction within 10. Put Together/Take Apart situations with both addends unknown are important because it allows students to explore various compositions and decompositions of each number. Practice with composing and decomposing supports the development of subitizing and numeric reasoning. Students also work on fluency within 5.

**ESSENTIAL QUESTIONS:**

- What is a strategy?
- What is the difference between addition and subtraction?
- Why do we use mathematical symbols?
- Why is it important that I can build the number combinations for the number 5? 10?

**KEY VOCABULARY:**

addends, addition, combinations, combine, compare, compose, decompose, difference, equal number relationships, numeric pattern, quantity, separate, strategies, subtraction, sum, symbols

**Standards/Objectives**

**Mastery Standards**

**Standards Clarification**

**[K-CC.7]** Compare two numbers between 1 and 10 presented as written numerals.

- Students can use their experience with counting concrete objects and the counting sequence to compare two written numerals. Students will use language to describe comparisons.

**[K-CC.7]** Compare numerals to 10.

**[K-OA.1]** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

- Emphasize the relationship between addition and subtraction using various strategies.
- Drawings need not show details, but the mathematics in the problem.

**[K-OA.1]** Add and subtract concrete, pictorial, act out, explain orally, connect to equation up to 10.

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<p><b>[K-OA.3]</b> 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 (e.g., <math>5=2+3</math> and <math>5=4+1</math>).</p>	<p><b>[K-OA.3]</b> Decompose numbers within 10.</p>
<p><b>[K-OA.5]</b> Fluently add and subtract within 5.</p>	<p><b>[K-OA.5]</b> Addition and subtraction facts within 5.  <i>Basic Fact Assessment: Subtraction minuends less than or equal to 5</i></p>
<p><b>Opportunity for Depth Standards</b></p>	<p><b>Standards Clarification</b></p>
<p><b>[K-CC.5]</b> 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><b>[K-CC.5]</b> Count up to 20 (arranged) or up to 10 scattered.</p>
<p><b>[K-CC.6]</b> 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.</p>	<p><b>[K-CC.6]</b> Compare groups with up to 20 objects.</p>
<p><b>[K-OA.2]</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>	<p><b>[K-OA.2]</b> Total unknown &amp; both addends unknown up to 10.</p> <p><b>Problems within 10</b>  <b>Put Together/Take Apart: Total Unknown</b>          Three red apples and two green apples are on the table. How many apples are on the table?  <math>3 + 2 =</math></p> <p><b>Put Together/Take Apart: Both Addends Unknown</b>          Grandma has five flowers. How many can she put in her red vase and how many in her blue vase?  <math>5 = 0 + \square</math>, <math>5 = 5 + 0</math>  <math>5 = 1 + 4</math>, <math>5 = 4 + 1</math>  <math>5 = 2 + 3</math>, <math>5 = 3 + 2</math></p>
<p><b>Continued (Not New)</b></p>	
<p><b>CC4a, CC4b, MD2, MD2, MD3, G1, G2, G6</b> Continue for reinforcement and review</p>	

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Resources for Quarter 3 Unit 7 Some tasks may need to be modified to MCPSS pacing.			
<p>Engage New York Module 3 Topics E, F – (CC6, CC7) <a href="https://www.engageny.org/resource/kindergarten-mathematics-module-3">https://www.engageny.org/resource/kindergarten-mathematics-module-3</a></p> <p>Module 4 Topics A, B, C, D, E, F, G, H – (OA1, OA2, OA3, OA4, OA5) <a href="https://www.engageny.org/resource/kindergarten-mathematics-module-4">https://www.engageny.org/resource/kindergarten-mathematics-module-4</a></p>	<p>Georgia Standards Unit 2 - (CC5, CC6, CC7)  <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/K-Math-Unit-2.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/K-Math-Unit-2.pdf</a></p> <p>Unit 5 - (OA1, OA2, OA3, OA5)  <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/K-Math-Unit-5.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/K-Math-Unit-5.pdf</a></p> <p>(Begin Unit 6 only if all OA Lessons in Unit 5 have been taught)            Unit 6 (OA1, OA2, OA3, OA5)  <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/K-Math-Unit-6.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/K-Math-Unit-6.pdf</a></p>	<p>Howard County  <a href="https://hcpss.instructure.com/courses/124/pages/kindergarten-year-at-a-glance">https://hcpss.instructure.com/courses/124/pages/kindergarten-year-at-a-glance</a></p> <p><i>Scroll to find standards and resources</i></p>	<p>Math In Focus            Chapter 2 Lesson 4 – (CC7)            Chapter 6 Lessons 2-4 – (CC5)            Chapter 9 Lesson 4 – (OA2, OA5)            Chapter 12 Lessons 1-2 – (OA3)            Chapter 18 Lesson 2 – (CC6)            Chapter 19 Lesson 1 – (CC6)</p>
<b>Focus Standards for Mathematical Practice</b>			
MP.2 Reason abstractly and quantitatively.			
MP.4 Model with mathematics.			

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**Qtr. 3: Weeks 4-6**

**January 26 -Feb 22 (15 days)**

**Kindergarten, Unit 8: Composing Ten & Counting to 100**

**UNIT OVERVIEW: COMPOSING TEN & COUNTING TO 100**

In this unit, students use objects and drawings to identify partners for any number 1-9 to compose a ten. Composing ten is a foundation for understanding the base-ten system that will develop in later grades. Students also finalize the counting sequence to 100 and introduce the pattern of counting by tens.

**ESSENTIAL QUESTIONS:**

How can I find what is left over when I take one quantity away from another?  
How can strategies help us solve problems?  
How can you model a math problem with objects or pictures?

**KEY VOCABULARY:**

addends, addition, combinations, combine, compare, compose, decompose, difference, equal number relationships, numeric pattern, quantity, separate, strategies, subtraction, sum, symbols

**Standards/Objectives**

**Mastery Standards**

**Standards Clarification**

**[K-CC.1]** Count to 100 by ones and tens.

**[K-CC.1]** Count to 100 by ones.

**[K-CC.2]** Count forward from a given number within the known sequence (instead of having to begin at 1).

**[K-CC.2]** Count to 50 from any given number besides 1.

**[K-CC.3]** Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

**[K-CC.3]** Write and represent numbers to 20.

**[K-OA.5]** Fluently add and subtract within 5.

**[K-OA.5]** Addition and subtraction facts within 5.

*Basic Fact Assessment: Subtraction minuends less than or equal to 5*

**Opportunity for Depth Standards**

**Standards Clarification**

**[K-OA.4]** For any number 1-9, 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.

**[K-OA.4]** Make a 10.

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<p><b>[K-CC.4c]</b> Understand the relationship between numbers and quantities; connect counting and cardinality.</p> <p>c. Understand that each successive number refers to a quantity that is one larger.</p>	<p><b>[K-CC.4c]</b> One more (up to 20).</p>
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**Continued (Not New)**

**CC4a, CC4b, MD2, MD2, MD3, G1, G2, G6** Continue for reinforcement and review

**Resources for Quarter 3 Unit 8  
Some tasks may need to be modified to MCPSS pacing.**

<p>Engage New York Module 5 – (CC1, CC2, CC3, CC4) <a href="https://www.engageny.org/resource/kindergarten-mathematics-module-5">https://www.engageny.org/resource/kindergarten-mathematics-module-5</a></p>	<p>Georgia Standards Unit 1 - (CC1, CC2, CC3) <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/K-Math-Unit-1.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/K-Math-Unit-1.pdf</a></p> <p>Unit 2 - (CC4) <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/K-Math-Unit-2.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/K-Math-Unit-2.pdf</a></p> <p>Unit 5 - (OA4) <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/K-Math-Unit-5.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/K-Math-Unit-5.pdf</a></p> <p>(Begin Unit 6 only if all OA Lessons in Unit 5 have been taught) Unit 6 - (OA4) <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/K-Math-Unit-6.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/K-Math-Unit-6.pdf</a></p>	<p>Howard County <a href="https://hcpss.instructure.com/courses/124/pages/kindergarten-year-at-a-glance">https://hcpss.instructure.com/courses/124/pages/kindergarten-year-at-a-glance</a></p> <p><i>Scroll to find standards and resources</i></p>	<p>Math In Focus Chapter 6 Lessons 1-4 – (CC2, OA4) Chapter 8 Lessons 5-7 – (CC1) Chapter 9 Lessons 1-4 – (CC3) Chapter 12 Lessons 1-3 – (OA1, OA4) Chapter 17 Lessons 1-2 – (OA2) Chapter 18 Lessons 1-3 – (OA2)</p>
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**Focus Standards for Mathematical Practice**

- MP.7 Look for and make use of structure.
- MP.8 Look for and express regularity in repeated reasoning.

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**Qtr. 3: Weeks 7-9**

**February 23 - March 16 (16 days)**

**Kindergarten, Unit 9: Two & Three Dimensional Shapes**

**UNIT OVERVIEW: TWO & THREE DIMENSIONAL SHAPES**

In this unit, students continue to classifying and counting objects, in the context of classifying two and three dimensional shapes. Students will continue to work on counting, addition and subtraction strategies, and fluency.

**ESSENTIAL QUESTIONS:**

What makes shapes different from each other?  
 How can shapes be sorted?  
 What categories can I create to identify the different attributes of objects?  
 Is there more than one way to sort objects?

**KEY VOCABULARY:**

3-D shape, solid, cube, cone, cylinder, sphere, different, similar, side(s), corner(s), attribute, plane shape, flat

**Standards/Objectives**

**Mastery Standards**

**[K-OA.5]** Fluently add and subtract within 5.

**Standards Clarification**

**[K-OA.5]** Facts to 5.

*Basic Fact Assessment: Subtraction minuends less than and equal to 5*

**Additional Standards**

**[K-G.3]** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

**Standards Clarification**

**[K-G.3]** Identify and describe 2D and 3D shapes.

**[K-G.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 or “corners”) and other attributes (e.g., having sides of equal length).

**[K-G.4]** Compare and contrast 2D and 3D shapes.

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Resources for Quarter 3 Unit 9 Some tasks may need to be modified to MCPSS pacing.			
<b>Engage New York Module 2 – (G3, G4)</b> <a href="https://www.engageny.org/resource/kindergarten-mathematics-module-2">https://www.engageny.org/resource/kindergarten-mathematics-module-2</a>	<b>Georgia Standard Unit 3 - (G3, G4)</b> <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/K-Math-Unit-3.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/K-Math-Unit-3.pdf</a>	<b>Howard County</b> <a href="https://hcpss.instructure.com/courses/124/pages/kindergarten-year-at-a-glance">https://hcpss.instructure.com/courses/124/pages/kindergarten-year-at-a-glance</a>  <i>Scroll to find standards and resources</i>	<b>Math In Focus</b> Chapter 7 Lesson 1-5 – (G3, G4) Chapter 8 Lessons 5-7 – (CC1) Chapter 12 Lesson 1 – (CC2) Chapter 14 Lessons 1-2 – (OA1) Chapter 17 Lessons 1-2 – (OA3)
Focus Standards for Mathematical Practice			
MP.3 Construct viable arguments and critique the reasoning of others.			
MP.7 Look for and make use of structure.			