

MOBILE COUNTY PUBLIC SCHOOLS  
 DIVISION OF CURRICULUM & INSTRUCTION  
 KINDERGARTEN MATHEMATICS INSTRUCTIONAL PLANNING GUIDE  
 2017-2018: QTR4

**Qtr. 4: Weeks 1-3**  
**March 20 – April 12 (13 days)**  
**Kindergarten, Unit 10: Counting to 100 by ones and tens**

**UNIT OVERVIEW: COUNTING TO 100 BY ONES AND TENS**

The focus of this unit is to build upon previous knowledge, finalize the counting sequence to 100, and count by tens. Students continue to work on solving word problems and using objects and drawings to represent the problem.

**ESSENTIAL QUESTIONS:**

When do we use counting skills in everyday life?  
 How can you know a quantity without counting each object?  
 How do we use counting in our everyday lives?  
 Why do I need to be able to count objects?

**KEY VOCABULARY:**

combine, count, digits, efficient, equal, estimate, greater, less, more, add, subtract, compare

**Standards/Objectives**

**Mastery Standards**

**Standards Clarification**

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

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

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

**[K-CC.2]** Count from a given number within a new range of numbers.

**[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 from 0 – 20.

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

**[K-CC.7]** Mathematical symbols will be introduced in Grade 1.

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

**[K-OA.1]** Represent addition and subtraction in various ways within 10.

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

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

*Basic Fact Assessment: Addition and Subtraction sums and minuends less than or equal to 5 (Separated)*

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Opportunity for Depth Standards	Standards Clarification
<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-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, both addends unknown, result unknown (addition and subtraction).</p> <p><b>Problems within 10</b>  <b>Add to Result Unknown</b>          Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now?  <math>2 + 3 = \square</math></p> <p><b>Take From Result Unknown</b>          Five apples were on the table. I ate two apples. How many apples are on the table now?  <math>5 - 2 = \square</math></p> <p><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 = \square</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 + 5, 5 = 5 + 0</math>  <math>5 = 1 + 4, 5 = 4 + 1</math>  <math>5 = 2 + 3, 5 = 3 + 2</math></p>
<b>Continued (Not New)</b>	
<p><b>CC4a, CC4b, CC4c, CC6, MD1, MD2, MD3, G1, G2, G3, G4, G6</b> Continue for reinforcement and review</p>	

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Resources for Quarter 4 Unit 10 Some tasks may need to be modified to MCPSS pacing.			
<p>Engage New York Module 1 – (CC1, CC2, CC3, CC5) <a href="https://www.engageny.org/resource/kindergarten-mathematics-module-1">https://www.engageny.org/resource/kindergarten-mathematics-module-1</a></p> <p>Module 5 - (CC1, CC2, CC3, CC5) <a href="https://www.engageny.org/resource/kindergarten-mathematics-module-5">https://www.engageny.org/resource/kindergarten-mathematics-module-5</a></p> <p>Module 4 Topic G, H – (OA1) <a href="https://www.engageny.org/resource/kindergarten-mathematics-module-4">https://www.engageny.org/resource/kindergarten-mathematics-module-4</a></p> <p>Module 4 – (OA2) <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 - (CC1, CC2, CC3, CC5, CC7) <a href="https://www.georgiastandards.org/Gorgia-Standards/Frameworks/K-Math-Unit-2.pdf">https://www.georgiastandards.org/Gorgia-Standards/Frameworks/K-Math-Unit-2.pdf</a></p> <p>Unit 6 - (OA1, OA2) <a href="https://www.georgiastandards.org/Gorgia-Standards/Frameworks/K-Math-Unit-6.pdf">https://www.georgiastandards.org/Gorgia-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 2-5 – (CC5, CC7)            Chapter 8 Lessons 5-7 – (CC1)            Chapter 9 Lessons 1-4 – (CC3, OA2)            Chapter 14 Lessons 1-2 – (CC2)            Chapter 17 Lessons 1-2 – (OA1, OA2, OA3)            Chapter 18 Lessons 1-3 – (OA2, OA3)</p>
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. 4: Weeks 4-6**  
**April 13-May 2 (14 days)**  
**Kindergarten, Unit 11: Developing Foundations of Place Value**

**UNIT OVERVIEW: DEVELOPING FOUNDATIONS OF PLACE VALUE**

In this unit, students continue to use objects and drawings to identify partners for any number 1-9 to compose a ten, and then build upon that knowledge to compose numbers 11-19. The focus of this unit is building a foundational understanding of the base-ten system by developing an understanding of the teen numbers as being composed of ten ones and some more ones. The number range in this standard emphasizes the understanding of ten ones rather than an understanding of the tens place. Teachers are encouraged to use addition and subtraction equations to model the situations, but students are not required to use equations in Grade 1.

**ESSENTIAL QUESTIONS:**

How do you know if you have more or less than your partner?  
 What is an efficient strategy for counting teen numbers?  
 How can you know a quantity without counting each object?  
 What is an efficient way to count an amount greater than ten?

**KEY VOCABULARY:**

combine, count, digits, efficient, equal, estimate, greater, less, more

**Standards/Objectives**

<b>Mastery Standards</b>	<b>Standards Clarification</b>
<b>[K-NBT.1]</b> Compose and decompose numbers from 11-19 into tens and ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18=10+8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	<b>[K-NBT.1]</b> Compose and decompose numbers 11-19 to show tens and ones.
<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 to represent the problem.	<b>[K-OA.3]</b> Decompose numbers up to 10 in multiple ways.
<b>[K-CC.3]</b> Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	<b>[K-CC.3]</b> Write and represent numbers up to 20.
<b>[K-OA.5]</b> Fluently add and subtract within 5.	<b>[K-OA.5]</b> Addition and subtraction facts within 5.

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		<i>Basic Fact Assessment: Addition and Subtraction sums and minuends less than or equal to 5 (Separated)</i>	
<b>Opportunity for Depth Standards</b>		<b>Standards Clarification</b>	
[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.	
<b>Continued (Not New)</b>			
CC4a, CC4b, CC4c, CC6, MD1, MD2, MD3, G1, G2, G3, G4, G6 Continue for reinforcement and review.			
<b>Resources for Quarter 4 Unit 11</b> Some tasks may need to be modified to MCPSS pacing.			
Engage New York Module 1 – (CC3, CC4) <a href="https://www.engageny.org/resource/kindergarten-mathematics-module-1">https://www.engageny.org/resource/kindergarten-mathematics-module-1</a>  Module 5 – (NBT1) <a href="https://www.engageny.org/resource/kindergarten-mathematics-module-5">https://www.engageny.org/resource/kindergarten-mathematics-module-5</a>  Module 4 – (OA3, OA4) <a href="https://www.engageny.org/resource/kindergarten-mathematics-module-4">https://www.engageny.org/resource/kindergarten-mathematics-module-4</a>	Georgia Standards Unit 1 - (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>  Unit 2 - (NBT1) <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>  Unit 6 - (OA3, 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>	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>  <i>Scroll to find standards and resources</i>	Math In Focus Chapter 9 Lesson 4 – (OA2) Chapter 14 Lesson 1-4 – (OA4, NBT1) Chapter 17 Lessons 1-2 – (OA2) Chapter 18 Lessons 1-3 – (OA1, OA2)
<b>Focus Standards for Mathematical Practice</b>			
MP.7 Look for and make use of structure.			

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Qtr. 4: Weeks 7-9 May 3 – May 24 (16 days) Kindergarten, Unit 12: Classifying Two & Three Dimensional Shapes	
<b>UNIT OVERVIEW: CLASSIFYING TWO &amp; THREE DIMENSIONAL SHAPES</b>	
In this unit, students continue to develop the concept of 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.	
<b>ESSENTIAL QUESTIONS:</b> 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?	<b>KEY VOCABULARY:</b> 3-D shape, solid, cube, cone, cylinder, sphere, different, similar, side(s), corner(s), attribute
Standards/Objectives	
Mastery Standards	Standards Clarification
[K-OA.5] Fluently add and subtract within 5.	[K-OA.5] Addition and subtraction facts within 5  <i>Basic Fact Assessment: Addition and Subtraction sums and minuends less than or equal to 5 (Separated)</i>
Additional Standards	Standards Clarification
[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”).	[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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<p><b>[K-MD.3]</b> Classify objects into given categories; count the objects in each category, and sort the categories by count.</p>	<p><b>[K-MD.3]</b> Limit category counts to be less than or equal to 10.</p>
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**Resources for Quarter 4 Unit 12**  
 Some tasks may need to be modified to MCPSS pacing.

<p>Engage New York KG3,4 Module 2 – (G3, G4) <a href="https://www.engageny.org/resource/kindergarten-mathematics-module-2">https://www.engageny.org/resource/kindergarten-mathematics-module-2</a></p> <p>Module 1 Topics A, B, C – (MD3) <a href="https://www.engageny.org/resource/kindergarten-mathematics-module-1">https://www.engageny.org/resource/kindergarten-mathematics-module-1</a></p>	<p>Georgia Standards Unit 3 - (G.3, G.4) <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></p> <p>Unit 6 - (OA.5) <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 7 – (G3, G4)        Chapter 9 Lesson 4 – (OA2)        Chapter 17 Lesson 1-3 – (OA2, OA5)        Chapter 18 Lessons 1-3 – (OA1, OA2, OA3)</p>
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**Focus Standards for Mathematical Practice**

<p>MP.3 Construct viable arguments and critique the reasoning of others.</p>
<p>MP.7 Look for and make use of structure.</p>