

Standards	Learning Targets	Assessment Options	Vocabulary	Resources
<p>Describe and compare measurable attributes.</p> <ul style="list-style-type: none"> • CCSS.Math.Content.K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. • CCSS.Math.Content.K.MD.A.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> 	<p>Describe and identify different attributes of various objects.</p>	<p>Baseline assessments</p> <p>I see, I think, I wonders, compare/contrast two different items</p>	<p>Shape, color, alike, different, sort, long, short, heavy, light, small, big, length, weight, size</p>	<p>EDM lessons: 1.1, 1.6, 1.13, 2.8, 1.11, 6.1, 6.2, 6.7, (talk about attributes of coins)</p> <p>Open Court math warm-ups</p> <p>Play centers: Attribute blocks, coins, pattern blocks</p>

Count to tell the number of objects.

CCSS.Math.Content.K.CC.B.4

Understand the relationship between numbers and quantities; connect counting to cardinality.

CCSS.Math.Content.K.CC.B.4a

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.

8.1 CCSS.Math.Content.K.CC.B.

4b 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.

CCSS.Math.Content.K.CC.B.4c

Understand that each successive number name refers to a quantity that is one larger.

CCSS.Math.Content.K.CC.B.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

Counting objects 0-5

Understand the relationship between numbers and quantities

Baseline assessments

Number collection bags, students make bags and have kids collect designated amount of objects.

Zero, one, two, three, four, five, before, after

EDM Lessons: 1.3, 1.4, 1.5, 1.6, 1.12, 1.14, 1.16 (with five frame), project 1 (numbers in our world), 2.6,

Books: Five Green Speckled Frogs, Five Little Monkeys, One Hungry Monster (OC)

Open Court math warm-ups

Connection to Who We Are: Class counting books (e.g. How many learning tools? How many members in our school community?)

<p>Know number names and the count sequence.</p> <p><u>CCSS.Math.Content.K.CC.A.1</u> Count to 10 by ones and by tens.</p> <p><u>CCSS.Math.Content.K.CC.A.2</u> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><u>CCSS.Math.Content.K.CC.A.3</u> 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>Rote counting (0-10)</p> <p>Understand written numbers are made up of lines.</p>	<p>Baseline assessments</p> <p>Pre-assessment:</p> <p>Students are given construction paper number pieces and see what they come up with. Looking for whether they can construct a number, if they are there yet.</p>	<p>Zero, one, two, three, four, five, six, seven, eight, nine, ten, count, forward, backward</p>	<p><u>Make sure counting starts with 0 not 1.</u></p> <p>EDM Lessons: 1.3, 1.4, 1.12, 1.14, 2.6, 3.5, 3.6 (monster squeeze 0-5), 3.9</p> <p>Practice writing lines in preparation for number writing.</p> <p>Open Court math warm-ups</p> <p>Dice Roll Addition Game: good for tracing numbers (0-5) also: http://www.illustrativemathematics.org/illustrations/1224</p> <p>Songs: Ten Little Ducks, One Two Buckle My Shoe, Count to 100</p>
---	---	---	--	--