

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	MA
Course ID	CALMS3532	Grade Level	K
Course Name	Math+ Blue Summit	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

This research-based course focuses on computational fluency, conceptual understanding, and problem-solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. The course introduces kindergarten students to numbers through 30. Students learn through reading, writing, counting, comparing, ordering, adding, and subtracting. They experience problem solving and encounter early concepts in place value, time, length, weight, and capacity. They learn to gather and display simple data. Students also study two- and three-dimensional figures—they identify, sort, study patterns, and relate mathematical figures to objects within their environment.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
K.CC.1	Count to 100 by ones and by tens.
K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
K.CC.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).
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
K.CC.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.

K.CC.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.
K.CC.4c	Understand that each successive number name refers to a quantity that is one larger.
K.CC.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.
K.CC.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.)
K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.
K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
K.OA.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 (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
K.OA.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.
K.OA.5	Fluently add and subtract within 5.
K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
K.MD.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. For example, directly compare the heights of two children and describe one child as taller/shorter.

K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)
K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
K.G.2	Correctly name shapes regardless of their orientations or overall size.
K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
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/"corners") and other attributes (e.g., having sides of equal length).
K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
K.G.6	Compose simple shapes to form larger shapes. For example, "can you join these two triangles with full sides touching to make a rectangle?"

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
1 Shapes and Sorting 1 Identify Plane Figures	K.G.1, K.G.2	*Identify common plane figures, such as circle, triangle, square, and rectangle *Sort and classify objects by one attribute, such as color, shape, or size. *Describe objects by their attributes, such as color, shape, and size.
1 Shapes and Sorting 2 Circle, Triangle, Square, Rectangle	K.G.1, K.G.2	*Identify common plane figures, such as circle, triangle, square, and rectangle *Identify tools that measure time of at least a day, such as a calendar, and describe what those tools measure (for example, a calendar measures days and weeks).
1 Shapes and Sorting 3 Compare Shapes	K.G.1, K.G.2, K.G.4	*Identify common plane figures, such as circle, triangle, square, and rectangle. *Describe objects by their attributes, such as color, shape, and size. *Identify tools that measure time of at least a day, such as a calendar, and describe what those tools measure (for example, a calendar measures days and weeks).
1 Shapes and Sorting 4 Compare Colors	K.G.1	*Describe objects by their attributes, such as color, shape, and size *Identify tools that measure time of at least a day, such as a calendar, and describe what those tools measure (for example, a calendar measures days and weeks).

1 Shapes and Sorting 6 Compare Sizes		Describe objects by their attributes, such as color, shape, and size *Identify tools that measure time of at least a day, such as a calendar, and describe what those tools measure (for example, a calendar measures days and weeks).
1 Shapes and Sorting 7 Sizes, Shapes, and Colors	K.G.1, K.G.4	*Describe objects by their attributes, such as color, shape, and size. *Sort and classify objects by one attribute, such as color, shape, or size. *Name the days of the week. *Identify tools that measure time of at least a day, such as a calendar, and describe what those tools measure (for example, a calendar measures days and weeks).
1 Shapes and Sorting 9 Sort by Color	K.G.1, K.G.2, K.G.4	*Sort and classify objects by one attribute, such as color, shape, or size. *Describe objects by their attributes, such as color, shape, and size *Name the days of the week.
1 Shapes and Sorting 10 Sort by Shape		*Sort and classify objects by one attribute, such as color, shape, or size *Describe objects by their attributes, such as color, shape, and size *Name the days of the week.
1 Shapes and Sorting 11 Practice+ Day	K.MD.3	*Demonstrate an understanding of the concepts of today, yesterday, and tomorrow. *Sort and classify objects by one attribute, such as color, shape, or size.
1 Shapes and Sorting 12 Sort by Size	K.G.4, K.MD.3	*Sort and classify objects by one attribute, such as color, shape, or size *Demonstrate an understanding of the concepts of today, yesterday, and tomorrow. *Describe objects by their attributes, such as color, shape, and size
1 Shapes and Sorting 13 Sorting Different Ways		*Sort and classify objects by one attribute, such as color, shape, or size. * Demonstrate an understanding of the concepts of today, yesterday, and tomorrow.
1 Shapes and Sorting 14 Unit Review		*Identify common plane figures, such as circle, triangle, square, and rectangle. *Sort and classify objects by one attribute, such as color, shape, or size *Describe objects by their attributes, such as color, shape, and size.
1 Shapes and Sorting 16 Unit Checkpoint		*Name the days of the week. *Sort and classify objects by one attribute, such as color, shape, or size. *Describe objects by their attributes, such as color, shape, and size. *Identify common plane figures, such as circle, triangle, square, and rectangle.
2 Shapes and Patterns 1 Which Object Is Different?		*Given a group of plane figures, identify which figure does not belong according to color, shape, or size *Demonstrate an understanding of the concepts of today, yesterday, and tomorrow *Identify and describe ABCC and ABC patterns of colors, shapes, or sizes. *Extend AB and ABB patterns of colors, shapes, or sizes *Identify and describe AB and ABB patterns of colors, shapes, or sizes. *Identify and describe AAAB and AAB patterns of colors, shapes, or sizes. *Extend AAAB and AAB patterns of colors, shapes, or sizes. *Extend ABCC and ABC patterns of colors, shapes, or sizes. *Sort and classify objects by one attribute, such as color, shape, or size.

2 Shapes and Patterns 2 AB and ABB Patterns		*Extend AB and ABB patterns of colors, shapes, or sizes *Identify and describe AB and ABB patterns of colors, shapes, or sizes. *Identify tools that measure time within a day, such as a clock, and describe what those tools measure (for example, a clock measures minutes and hours).
2 Shapes and Patterns 4 AAAB and AAB Patterns		*Extend AAAB and AAB patterns of colors, shapes, or sizes *Identify and describe AAAB and AAB patterns of colors, shapes, or sizes. *Identify tools that measure time within a day, such as a clock, and describe what those tools measure (for example, a clock measures minutes and hours). *Extend AB and ABB patterns of colors, shapes, or sizes *Identify and describe AB and ABB patterns of colors, shapes, or sizes.
2 Shapes and Patterns 5 ABCC and ABC Patterns		*Extend ABCC and ABC patterns of colors, shapes, or sizes. *Identify and describe ABCC and ABC patterns of colors, shapes, or sizes. *Extend AAAB and AAB patterns of colors, shapes, or sizes. *Identify and describe AAAB and AAB patterns of colors, shapes, or sizes *Identify tools that measure time within a day, such as a clock, and describe what those tools measure (for example, a clock measures minutes and hours). *Identify and describe AB and ABB patterns of colors, shapes, or sizes. *Extend AB and ABB patterns of colors, shapes, or sizes.
2 Shapes and Patterns 6 Unit Review		*Extend AAAB and AAB patterns of colors, shapes, or sizes. *Given a group of plane figures, identify which figure does not belong according to color, shape, or size *Identify and describe ABCC and ABC patterns of colors, shapes, or sizes. *Extend AB and ABB patterns of colors, shapes, or sizes *Extend ABCC and ABC patterns of colors, shapes, or sizes. *Identify and describe AB and ABB patterns of colors, shapes, or sizes *Identify and describe AAAB and AAB patterns of colors, shapes, or sizes.
2 Shapes and Patterns 8 Unit Checkpoint		*Identify and describe AB and ABB patterns of colors, shapes, or sizes. *Identify and describe ABCC and ABC patterns of colors, shapes, or sizes. *Identify and describe AAAB and AAB patterns of colors, shapes, or sizes *Extend ABCC and ABC patterns of colors, shapes, or sizes. *Extend AAAB and AAB patterns of colors, shapes, or sizes. *Given a group of plane figures, identify which figure does not belong according to color, shape, or size. *Extend AB and ABB patterns of colors, shapes, or sizes.
3 Numbers Through 5 and Plane Figures 1 Count Through 5	K.CC.4	*Count aloud a number of objects up through 5. *Use concrete objects or sketches to represent a quantity up through 5. *Write numerals from 1 through 5. *Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles. *Identify tools that measure time

		within a day, such as a clock, and describe what those tools measure (for example, a clock measures minutes and hours).
3 Numbers Through 5 and Plane Figures 2 Count and Show 0 Through 5	K.CC.4	*Identify tools that measure time within a day, such as a clock, and describe what those tools measure (for example, a clock measures minutes and hours). *Use concrete objects or sketches to represent a quantity up through 5 *Count aloud a number of objects up through 5.
3 Numbers Through 5 and Plane Figures 3 Write Numerals Through 5	K.CC.4	*Write numerals from 1 through 5. *Demonstrate an understanding of the concepts of morning, afternoon, and evening. *Count aloud a number of objects up through 5.
3 Numbers Through 5 and Plane Figures 5 Sides of a Shape		*Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles. *Demonstrate an understanding of the concepts of morning, afternoon, and evening *Given a group of plane figures, identify which figure does not belong according to color, shape, or size.
3 Numbers Through 5 and Plane Figures 6 Corners of a Shape	K.MD.3, K.G.4	*Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles. *Given a group of plane figures, identify which figure does not belong according to color, shape, or size *Demonstrate an understanding of the concepts of morning, afternoon, and evening.
3 Numbers Through 5 and Plane Figures 8 Sides and Corners of Shapes	K.MD.3, K.G.4	*Count aloud a number of objects up through 5 *Demonstrate an understanding of the concepts of day, week, and year. *Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles. *Write numerals from 1 through 5. *Use concrete objects or sketches to represent a quantity up through 5.
3 Numbers Through 5 and Plane Figures 9 Unit Review		*Write numerals from 1 through 5. *Count aloud a number of objects up through 5 *Use concrete objects or sketches to represent a quantity up through 5. *Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles
3 Numbers Through 5 and Plane Figures 11 Unit Checkpoint		*Demonstrate an understanding of the concepts of day, week, and year. *Count aloud a number of objects up through 5. *Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles. *Write numerals from 1 through 5 *Use concrete objects or sketches to represent a quantity up through 5.
4 Numbers Through 10 1 Count Through 10	K.CC.4	*Demonstrate that counting 10 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once *Count aloud a number of objects up through 10 *Count aloud a number of objects up

		through 5. *Demonstrate an understanding of the concepts of day, week, and year *Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 10 or fewer objects). *Given two or more sets that have 10 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects. *Use concrete objects or sketches to represent a quantity up through 10. *Write numerals from 1 through 10. *Order a group of no more than 10 objects, such as number tiles or stacks of counting chips.
4 Numbers Through 10 2 Show an Amount Through 10	K.CC.4	*Use concrete objects or sketches to represent a quantity up through 10. *Use concrete objects or sketches to represent a quantity up through 5. *Demonstrate an understanding of the concepts of day, week, and year
4 Numbers Through 10 3 Represent Amounts	K.CC.4	*Use concrete objects or sketches to represent a quantity up through 10. *Demonstrate an understanding of the concepts of day, week, and year *Use concrete objects or sketches to represent a quantity up through 5.
4 Numbers Through 10 5 Count Aloud Through 10	K.CC.4	*Count aloud a number of objects up through 10. *Demonstrate that counting 10 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once *Demonstrate an understanding of the concepts of day, week, and year *Count aloud a number of objects up through 5.
4 Numbers Through 10 6 Show Amounts in Different Ways	K.CC.4	*Use concrete objects or sketches to represent a quantity up through 10. *Demonstrate that counting 10 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once *Count aloud a number of objects up through 10 *Use concrete objects or sketches to represent a quantity up through 5. *Demonstrate an understanding of the concepts of day, week, and year.
4 Numbers Through 10 7 Write Numerals 1 Through 10	K.CC.4	*Write numerals from 1 through 10 *Write numerals from 1 through 5. *Identify the time to the nearest hour of everyday events (for example, lunchtime is 12 o'clock; bedtime is 8 o'clock at night).
4 Numbers Through 10 9 More, Fewer, and Equal		*Given two or more sets that have 10 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects. *Identify the time to the nearest hour of everyday events (for example, lunchtime is 12 o'clock; bedtime is 8 o'clock at night). *Use concrete objects or sketches to represent a quantity up through 10.
4 Numbers Through 10 10 Compare and Order Groups		*Order a group of no more than 10 objects, such as number tiles or stacks of counting chips *Recognize that numbers with greater values describe sets with more objects in them

		<p>than numbers with lesser values do (for sets of 10 or fewer objects). *Given two or more sets that have 10 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects. *Use concrete objects or sketches to represent a quantity up through 10. *Identify the time to the nearest hour of everyday events (for example, lunchtime is 12 o'clock; bedtime is 8 o'clock at night).</p>
4 Numbers Through 10 12 Describe and Order Groups by Number	K.CC.6	<p>*Identify the time to the nearest hour of everyday events (for example, lunchtime is 12 o'clock; bedtime is 8 o'clock at night). *Given two or more sets that have 10 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects. *Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 10 or fewer objects). *Order a group of no more than 10 objects, such as number tiles or stacks of counting chips.</p>
4 Numbers Through 10 13 Write Numbers to Describe Groups	K.CC.6, K.CC.7	<p>*Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 10 or fewer objects). *Write numerals from 1 through 10. *Identify the time to the nearest hour of everyday events (for example, lunchtime is 12 o'clock; bedtime is 8 o'clock at night).</p>
4 Numbers Through 10 14 Unit Review		<p>*Write numerals from 1 through 10. *Demonstrate that counting 10 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once. *Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 10 or fewer objects). *Use concrete objects or sketches to represent a quantity up through 10 *Given two or more sets that have 10 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects. *Count aloud a number of objects up through 10 *Order a group of no more than 10 objects, such as number tiles or stacks of counting chips</p>
4 Numbers Through 10 16 Unit Checkpoint		<p>*Count aloud a number of objects up through 10. *Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 10 or fewer objects). *Order a group of no more than 10 objects, such as number tiles or stacks of counting chips. *Demonstrate that counting 10 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once. *Write numerals from 1 through 10 *Given two or more sets that have 10 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal</p>

		number of objects. *Use concrete objects or sketches to represent a quantity up through 10.
5 Calendar and Time 1 Unit Review		*Demonstrate an understanding of the concepts of today, yesterday, and tomorrow. *Demonstrate an understanding of the concepts of day, week, and year. *Identify tools that measure time within a day, such as a clock, and describe what those tools measure (for example, a clock measures minutes and hours). *Name the days of the week. *Demonstrate an understanding of the concepts of morning, afternoon, and evening. *Identify the time to the nearest hour of everyday events (for example, lunchtime is 12 o'clock; bedtime is 8 o'clock at night). *Identify tools that measure time of at least a day, such as a calendar, and describe what those tools measure (for example, a calendar measures days and weeks).
5 Calendar and Time 2 Unit Checkpoint		Identify tools that measure time of at least a day, such as a calendar, and describe what those tools measure (for example, a calendar measures days and weeks).
6 Data and Graphs 1 Collect Data and Pose Questions		*Pose information questions from a sample size up through 10. *Collect data from a sample size up through 10. *Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 10 or fewer objects). *Answer "most, fewest, same" questions about data shown in a picture graph that has up through 10 objects in each category. *Answer "how many" questions about data shown in a picture graph that has up through 10 objects in each category. *Use objects, pictures, and picture graphs to record the results of data collection from a sample size up through 10 *Given a group of plane figures, identify which figure does not belong according to color, shape, or size *Extend AB and ABB patterns of colors, shapes, or sizes. *Extend ABCC and ABC patterns of colors, shapes, or sizes
6 Data and Graphs 2 Ways to Show Data		*Given two or more sets that have 10 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects. *Use objects, pictures, and picture graphs to record the results of data collection from a sample size up through 10. *Use concrete objects or sketches to represent a quantity up through 5 *Identify and describe AAAB and AAB patterns of colors, shapes, or sizes. *Identify and describe AB and ABB patterns of colors, shapes, or sizes *Count aloud a number of objects up through 10.
6 Data and Graphs 3 Compare Data in a Picture Graph		*Extend AB and ABB patterns of colors, shapes, or sizes. *Extend AAAB and AAB patterns of colors, shapes, or sizes. *Use concrete objects or sketches to represent a quantity up through 5. *Given two or more sets that have 10 or fewer

		<p>objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects</p> <p>*Use objects, pictures, and picture graphs to record the results of data collection from a sample size up through 10.</p> <p>*Answer "most, fewest, same" questions about data shown in a picture graph that has up through 10 objects in each category</p>
6 Data and Graphs 4 Interpret Picture Graphs		<p>*Answer "most, fewest, same" questions about data shown in a picture graph that has up through 10 objects in each category</p> <p>*Given two or more sets that have 10 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects.</p> <p>*Identify and describe AAAB and AAB patterns of colors, shapes, or sizes. *Identify and describe ABCC and ABC patterns of colors, shapes, or sizes.</p>
6 Data and Graphs 5 Answer Data Questions		<p>*Answer "how many" questions about data shown in a picture graph that has up through 10 objects in each category</p> <p>*Extend ABCC and ABC patterns of colors, shapes, or sizes. *Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles. *Extend AAAB and AAB patterns of colors, shapes, or sizes</p> <p>*Count aloud a number of objects up through 10. *Use concrete objects or sketches to represent a quantity up through 10.</p>
6 Data and Graphs 6 Analyze Data in Picture Graphs		<p>*Answer "how many" questions about data shown in a picture graph that has up through 10 objects in each category</p> <p>*Use concrete objects or sketches to represent a quantity up through 10</p> <p>*Count aloud a number of objects up through 10</p> <p>*Pose information questions from a sample size up through 10</p> <p>*Collect data from a sample size up through 10. *Answer "most, fewest, same" questions about data shown in a picture graph that has up through 10 objects in each category</p> <p>*Identify and describe ABCC and ABC patterns of colors, shapes, or sizes. *Given two or more sets that have 10 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects</p> <p>*Demonstrate that counting 10 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once</p>
6 Data and Graphs 7 Unit Review		<p>*Pose information questions from a sample size up through 10</p> <p>*Use objects, pictures, and picture graphs to record the results of data collection from a sample size up through 10.</p> <p>*Answer "how many" questions about data shown in a picture graph that has up through 10 objects in each category. *Collect data from a sample size up through 10.</p> <p>*Answer "most, fewest, same" questions about data shown in a picture graph that has up through 10 objects in each category</p>

6 Data and Graphs 9 Unit Checkpoint:		<p>*Answer "most, fewest, same" questions about data shown in a picture graph that has up through 10 objects in each category *Pose information questions from a sample size up through 10 *Answer "how many" questions about data shown in a picture graph that has up through 10 objects in each category. *Collect data from a sample size up through 10. *Use objects, pictures, and picture graphs to record the results of data collection from a sample size up through 10</p>
7 Numbers Through 20 1 Count Aloud Through 20	K.CC.5	<p>*Extend ABCC and ABC patterns of colors, shapes, or sizes *Given a group of plane figures, identify which figure does not belong according to color, shape, or size. *Use concrete objects or sketches to represent a quantity up through 5. *Count aloud a number of objects up through 20 *Demonstrate that counting 20 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once *Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 10 or fewer objects). *Count aloud a number of objects up through 10 *Write numerals from 1 through 20. *Use concrete objects or sketches to represent a quantity up through 20 *Given two or more sets of 20 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects. *Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 20 or fewer objects).</p>
7 Numbers Through 20 2 Represent an Amount Through 20	K.CC.5	<p>*Use concrete objects or sketches to represent a quantity up through 5. *Identify and describe AB and ABB patterns of colors, shapes, or sizes *Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles. *Use concrete objects or sketches to represent a quantity up through 20. *Use concrete objects or sketches to represent a quantity up through 10.</p>
7 Numbers Through 20 3 Count Through 20	K.CC.5	<p>Use concrete objects or sketches to represent a quantity up through 5. *Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles. *Extend AB and ABB patterns of colors, shapes, or sizes. *Demonstrate that counting 20 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once. *Count aloud a number of objects up through 20. *Demonstrate that counting 10 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once. *Count aloud a number of objects up through 10</p>

7 Numbers Through 20 4 Show Amounts Through 20	K.CC.5	*Demonstrate that counting 10 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once *Use concrete objects or sketches to represent a quantity up through 10. *Use concrete objects or sketches to represent a quantity up through 10. *Identify and describe AAAB and AAB patterns of colors, shapes, or sizes *Use concrete objects or sketches to represent a quantity up through 20. *Demonstrate that counting 20 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once. *Count aloud a number of objects up through 20
7 Numbers Through 20 6 Compare Sets Through 20	K.CC.5	*Given two or more sets of 20 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects. *Given two or more sets that have 10 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects. *Extend AAAB and AAB patterns of colors, shapes, or sizes *Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 10 or fewer objects).
7 Numbers Through 20 7 Write Numerals Through 20	K.CC.5, K.CC.6	*Write numerals from 1 through 20 *Write numerals from 1 through 10. *Identify and describe ABCC and ABC patterns of colors, shapes, or sizes *Given two or more sets that have 10 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects. *Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 10 or fewer objects)
7 Numbers Through 20 8 Compare Numbers and Sets Through 20	K.CC.3, K.G.1	*Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 20 or fewer objects). *Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 10 or fewer objects) *Use concrete objects or sketches to represent a quantity up through 5. *Given a group of plane figures, identify which figure does not belong according to color, shape, or size. *Extend ABCC and ABC patterns of colors, shapes, or size
7 Numbers Through 20 9 Write Numerals from 1 Through 20	K.CC.5, K.CC.6	*Write numerals from 1 through 20. *Write numerals from 1 through 10 *Identify and describe AB and ABB patterns of colors, shapes, or sizes *Extend ABCC and ABC patterns of colors, shapes, or sizes *Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles.

<p>7 Numbers Through 20 10 Unit Review</p>		<p>*Write numerals from 1 through 20. *Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 20 or fewer objects). *Given two or more sets of 20 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects. *Count aloud a number of objects up through 20 *Demonstrate that counting 20 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once. *Use concrete objects or sketches to represent a quantity up through 20.</p>
<p>7 Numbers Through 20 12 Unit Checkpoint</p>		<p>*Given two or more sets of 20 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects. *Demonstrate that counting 20 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once *Count aloud a number of objects up through 20 *Use concrete objects or sketches to represent a quantity up through 20 *Write numerals from 1 through 20. *Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 20 or fewer objects).</p>
<p>8 Introduction to Addition 1 Combine to Add</p>	<p>K.OA.1</p>	<p>*Identify and describe ABCC and ABC patterns of colors, shapes, or sizes. *Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles. *Identify and describe AAAB and AAB patterns of colors, shapes, or sizes *Use concrete objects or sketches to represent a quantity up through 20. *Demonstrate the meaning of addition as the combining of two sets (for sums up through 20) *Demonstrate with concrete objects representing numbers up to 10 that changing the order in which numbers are added does not affect the sum *Count aloud a number of objects up through 20 *Demonstrate that counting 20 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once *Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20</p>
<p>8 Introduction to Addition 2 Count On to Add</p>	<p>K.OA.1</p>	<p>*Demonstrate with concrete objects representing numbers up to 10 that changing the order in which numbers are added does not affect the sum. *Demonstrate the meaning of addition as the combining of two sets (for sums up through 20). *Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles. *Extend AB and ABB patterns of colors, shapes, or sizes *Use concrete objects or sketches to represent a quantity up through 5</p>

8 Introduction to Addition 3 Count On	K.OA.1	*Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20. *Use concrete objects or sketches to represent a quantity up through 5. *Extend AAAB and AAB patterns of colors, shapes, or sizes *Use concrete objects or sketches to represent a quantity up through 10 *Demonstrate the meaning of addition as the combining of two sets (for sums up through 20).
8 Introduction to Addition 4 Add with Models	K.OA.1	*Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20 *Demonstrate that counting 10 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once. *Extend ABCC and ABC patterns of colors, shapes, or sizes. *Order a group of no more than 10 objects, such as number tiles or stacks of counting chips.
8 Introduction to Addition 5 Use Sketches to Add	K.OA.1, K.OA.5	*Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20. *Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 10 or fewer objects). *Identify and describe AB and ABB patterns of colors, shapes, or sizes *Order a group of no more than 10 objects, such as number tiles or stacks of counting chips *Use concrete objects or sketches to represent a quantity up through 20. *Demonstrate the meaning of addition as the combining of two sets (for sums up through 20).
8 Introduction to Addition 6 Unit Review		*Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20. *Demonstrate the meaning of addition as the combining of two sets (for sums up through 20). *Demonstrate with concrete objects representing numbers up to 10 that changing the order in which numbers are added does not affect the sum.
8 Introduction to Addition 8 Unit Checkpoint		*Demonstrate the meaning of addition as the combining of two sets (for sums up through 20). *Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20 *Demonstrate with concrete objects representing numbers up to 10 that changing the order in which numbers are added does not affect the sum.
9 Problem Solving with Addition 1 Addition Problem Solving	K.OA.2	*Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10. *Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20. *Recognize and solve word problems involving sums up through 20 in which two

		quantities are combined. *Check the accuracy of calculations for the solutions to addition problems with sums up through 20. *Make reasonable estimates for the solutions to addition problems (for sums up through 20). *Given two or more sets that have 10 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects *Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles *Use concrete objects or sketches to represent a quantity up through 5.
9 Problem Solving with Addition 2 Addition Story Problems	K.OA.2	*Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10. *Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20. *Order a group of no more than 10 objects, such as number tiles or stacks of counting chips. *Use concrete objects or sketches to represent a quantity up through 10 *Demonstrate that counting 10 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once.
9 Problem Solving with Addition 3 Explain Addition Solutions	K.OA.2	*Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10. *Collect data from a sample size up through 10 *Pose information questions from a sample size up through 10. *Given two or more sets of 20 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects.
9 Problem Solving with Addition 5 Combine to Find Totals		*Recognize and solve word problems involving sums up through 20 in which two quantities are combined *Demonstrate the meaning of addition as the combining of two sets (for sums up through 20) *Make reasonable estimates for the solutions to addition problems (for sums up through 20) *Check the accuracy of calculations for the solutions to addition problems with sums up through 20. *Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10. *Use concrete objects or sketches to represent a quantity up through 10 *Demonstrate that counting 20 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once. *Identify tools that measure time within a day, such as a clock, and describe what those tools measure (for example, a clock measures minutes and hours).
9 Problem Solving with Addition 6 Recognize Combine Problems		*Recognize and solve word problems involving sums up through 20 in which two quantities are combined *Answer "most, fewest, same" questions about data shown in a

		<p>picture graph that has up through 10 objects in each category. *Identify and describe AAAB and AAB patterns of colors, shapes, or sizes *Use concrete objects or sketches to represent a quantity up through 20. *Demonstrate the meaning of addition as the combining of two sets (for sums up through 20).</p>
9 Problem Solving with Addition 7 Missing Parts Problems		<p>*Recognize and solve word problems involving sums up through 20 in which two quantities are combined *Demonstrate the meaning of addition as the combining of two sets (for sums up through 20). * Demonstrate an understanding of the concepts of today, yesterday, and tomorrow *Identify tools that measure time of at least a day, such as a calendar, and describe what those tools measure (for example, a calendar measures days and weeks *Answer "how many" questions about data shown in a picture graph that has up through 10 objects in each category</p>
9 Problem Solving with Addition 8 Practice+ Day		<p>*Demonstrate an understanding of the concepts of morning, afternoon, and evening *Name the days of the week. *Identify and describe AB and ABB patterns of colors, shapes, or sizes *Recognize and solve word problems involving sums up through 20 in which two quantities are combined.</p>
9 Problem Solving with Addition 9 Estimate Sums Through 20		<p>*Make reasonable estimates for the solutions to addition problems (for sums up through 20). *Identify the time to the nearest hour of everyday events (for example, lunchtime is 12 o'clock; bedtime is 8 o'clock at night). *Demonstrate an understanding of the concepts of day, week, and year *Identify tools that measure time within a day, such as a clock, and describe what those tools measure (for example, a clock measures minutes and hours).</p>
9 Problem Solving with Addition 10 Check the Accuracy of Calculations		<p>*Check the accuracy of calculations for the solutions to addition problems with sums up through 20. *Make reasonable estimates for the solutions to addition problems (for sums up through 20). *Recognize and solve word problems involving sums up through 20 in which two quantities are combined *Given two or more sets that have 10 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects. *Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles *Given a group of plane figures, identify which figure does not belong according to color, shape, or size</p>
9 Problem Solving with Addition 11 Unit Review		<p>*Check the accuracy of calculations for the solutions to addition problems with sums up through 20 *Recognize and solve word problems involving sums up through 20 in which</p>

		two quantities are combined. *Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10 *Make reasonable estimates for the solutions to addition problems (for sums up through 20)Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10.
9 Problem Solving with Addition 13 Unit Checkpoint		*Recognize and solve word problems involving sums up through 20 in which two quantities are combined *Make reasonable estimates for the solutions to addition problems (for sums up through 20 *Check the accuracy of calculations for the solutions to addition problems with sums up through 20. *
10 Introduction to Subtraction 1 Take Away to Subtract	K.OA.1, K.OA.2	*Make reasonable estimates for the solutions to subtraction problems with minuends up through 20 *Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20. *Check the accuracy of calculations for the solutions to subtraction problems with minuends up through 20 *Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20) *Extend AB and ABB patterns of colors, shapes, or sizes *Use objects, pictures, and picture graphs to record the results of data collection from a sample size up through 10 *Identify and describe ABCC and ABC patterns of colors, shapes, or sizes. *Count aloud a number of objects up through 20.
10 Introduction to Subtraction 2 Subtraction as Taking Away	K.OA.1, K.OA.2	*Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20) *Extend AAAB and AAB patterns of colors, shapes, or sizes. *
10 Introduction to Subtraction 3 Subtract with Objects	K.OA.1	*Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20 *Demonstrate with concrete objects representing numbers up to 10 that changing the order in which numbers are added does not affect the sum *Use concrete objects or sketches to represent a quantity up through 20 *Order a group of no more than 10 objects, such as number tiles or stacks of counting chips *Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20)
10 Introduction to Subtraction 4 Model Subtraction	K.OA.1	*Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20) *Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20. *Demonstrate that

		counting 20 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once. *Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 10 or fewer objects). *Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 20 or fewer objects)
10 Introduction to Subtraction 5 Subtract with Pictures	K.OA.1, K.OA.5	*Answer "how many" questions about data shown in a picture graph that has up through 10 objects in each category *Identify and describe AAAB and AAB patterns of colors, shapes, or sizes *Answer "most, fewest, same" questions about data shown in a picture graph that has up through 10 objects in each category. *Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20 *Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20).
10 Introduction to Subtraction 6 Practice+ Day		*Use concrete objects or sketches to represent a quantity up through 20 *Identify and describe ABCC and ABC patterns of colors, shapes, or sizes. *Identify tools that measure time within a day, such as a clock, and describe what those tools measure (for example, a clock measures minutes and hours). *Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20.
10 Introduction to Subtraction 7 Estimate and Check Differences		*Given a group of plane figures, identify which figure does not belong according to color, shape, or size. *Demonstrate an understanding of the concepts of day, week, and year. *Identify the time to the nearest hour of everyday events (for example, lunchtime is 12 o'clock; bedtime is 8 o'clock at night) *Check the accuracy of calculations for the solutions to subtraction problems with minuends up through 20. *Make reasonable estimates for the solutions to subtraction problems with minuends up through 20. *Make reasonable estimates for the solutions to addition problems (for sums up through 20).
10 Introduction to Subtraction 8 Unit Review		*Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20. *Check the accuracy of calculations for the solutions to subtraction problems with minuends up through 20. *Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20). *Make reasonable estimates for the solutions to subtraction problems with minuends up through 20

10 Introduction to Subtraction 10 Unit Checkpoint		<p>*Check the accuracy of calculations for the solutions to subtraction problems with minuends up through 20</p> <p>*Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20)</p> <p>*Make reasonable estimates for the solutions to subtraction problems with minuends up through 20</p> <p>*Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20.</p>
11 Problem Solving with Subtraction 1 Model Subtraction Stories	K.OA.1	<p>*Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10</p> <p>*Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20.</p> <p>*Check the accuracy of calculations for the solutions to subtraction problems with minuends up through 20</p> <p>*Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction</p> <p>*Make reasonable estimates for the solutions to subtraction problems with minuends up through 20</p> <p>*Given two or more sets that have 10 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects.</p> <p>*Use concrete objects or sketches to represent a quantity up through 5.</p> <p>*Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles</p>
11 Problem Solving with Subtraction 2 Sketch Subtraction Stories	K.OA.1	<p>*Order a group of no more than 10 objects, such as number tiles or stacks of counting chips</p> <p>*Use concrete objects or sketches to represent a quantity up through 10</p> <p>*Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10.</p> <p>*Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20).</p>
11 Problem Solving with Subtraction 3 Practice+ Day		<p>*Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10.</p> <p>*Collect data from a sample size up through 10.</p> <p>*Pose information questions from a sample size up through 10</p> <p>*Given two or more sets that have 10 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects.</p>
11 Problem Solving with Subtraction 5 Take-Away Stories		<p>*Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction.</p> <p>*Demonstrate that counting 20 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once.</p> <p>* Recognize that numbers with greater values</p>

		describe sets with more objects in them than numbers with lesser values do (for sets of 20 or fewer objects). *Use concrete objects or sketches to represent a quantity up through 10.
11 Problem Solving with Subtraction 6 Compare Take-Away and Combine	K.OA.1	*Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction *Use concrete objects or sketches to represent a quantity up through 20. *Identify and describe AAAB and AAB patterns of colors, shapes, or sizes. *Answer "most, fewest, same" questions about data shown in a picture graph that has up through 10 objects in each category *Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10.
11 Problem Solving with Subtraction 7 Recognize and Solve Problems	K.OA.1	*Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction. *Identify tools that measure time of at least a day, such as a calendar, and describe what those tools measure (for example, a calendar measures days and weeks). *Answer "how many" questions about data shown in a picture graph that has up through 10 objects in each category *Demonstrate an understanding of the concepts of today, yesterday, and tomorrow.
11 Problem Solving with Subtraction 8 Practice+ Day	K.OA.1	Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction *Count aloud a number of objects up through 20.
11 Problem Solving with Subtraction 9 Make Estimates and Check Answers		*Make reasonable estimates for the solutions to subtraction problems with minuends up through 20. *Check the accuracy of calculations for the solutions to subtraction problems with minuends up through 20 *Demonstrate an understanding of the concepts of day, week, and year. *Identify tools that measure time within a day, such as a clock, and describe what those tools measure (for example, a clock measures minutes and hours) *Identify the time to the nearest hour of everyday events (for example, lunchtime is 12 o'clock; bedtime is 8 o'clock at night). *Check the accuracy of calculations for the solutions to addition problems with sums up through 20.
11 Problem Solving with Subtraction 10 Unit Review		*Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10 *Make reasonable estimates for the solutions to subtraction problems with minuends up through 20. *Check the accuracy of calculations for the solutions to subtraction problems with minuends up through 20. *Recognize and solve word problems involving sums or minuends up

		through 20 in which one quantity changes through addition or subtraction.
11 Problem Solving with Subtraction 12 Unit Checkpoint		<ul style="list-style-type: none"> *Make reasonable estimates for the solutions to subtraction problems with minuends up through 20. *Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10 *Check the accuracy of calculations for the solutions to subtraction problems with minuends up through 20 *Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction
12 Subtraction as Comparison 1 Compare and Subtract		<ul style="list-style-type: none"> *Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20 *Identify tools that measure time within a day, such as a clock, and describe what those tools measure (for example, a clock measures minutes and hours). *Identify and describe ABCC and ABC patterns of colors, shapes, or sizes *Extend AB and ABB patterns of colors, shapes, or sizes. *Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20) *Demonstrate the meaning of addition as the combining of two sets (for sums up through 20).
12 Subtraction as Comparison 2 Sketch Subtraction Problems		<ul style="list-style-type: none"> *Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20) *Demonstrate the meaning of addition as the combining of two sets (for sums up through 20). *Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20 *Use concrete objects or sketches to represent a quantity up through 10 *Extend ABCC and ABC patterns of colors, shapes, or sizes. *Extend AAAB and AAB patterns of colors, shapes, or sizes.
12 Subtraction as Comparison 3 Take Away, Combine, and Compare		<ul style="list-style-type: none"> *Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20. *Demonstrate the meaning of addition as the combining of two sets (for sums up through 20). *Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20) *Demonstrate that counting 10 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once *Order a group of no more than 10 objects, such as number tiles or stacks of counting chips *Use concrete objects or sketches to represent a quantity up through 20.

<p>12 Subtraction as Comparison 4 Compare to Subtract</p>		<p>*Demonstrate the meaning of subtraction as comparing two quantities to find the difference (with minuends up through 20) *Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20). *Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 10 or fewer objects). *Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 20 or fewer objects) *Demonstrate that counting 20 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once.</p>
<p>12 Subtraction as Comparison 5 Subtraction as Comparing</p>		<p>*Demonstrate the meaning of subtraction as comparing two quantities to find the difference (with minuends up through 20). *Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20) *Identify and describe AAAB and AAB patterns of colors, shapes, or sizes. *Answer "how many" questions about data shown in a picture graph that has up through 10 objects in each category. *Answer "most, fewest, same" questions about data shown in a picture graph that has up through 10 objects in each category.</p>
<p>12 Subtraction as Comparison 6 Comparison Subtraction</p>		<p>*Demonstrate the meaning of subtraction as comparing two quantities to find the difference (with minuends up through 20) *Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20) *Identify the time to the nearest hour of everyday events (for example, lunchtime is 12 o'clock; bedtime is 8 o'clock at night) *Demonstrate an understanding of the concepts of day, week, and year. *Given a group of plane figures, identify which figure does not belong according to color, shape, or size.</p>
<p>12 Subtraction as Comparison 7 Unit Review</p>		<p>*Demonstrate the meaning of subtraction as comparing two quantities to find the difference (with minuends up through 20) *Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20.</p>
<p>12 Subtraction as Comparison 9 Unit Checkpoint</p>		<p>*Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20. *Demonstrate the meaning of subtraction as comparing two quantities to find the difference (with minuends up through 20)</p>
<p>13 Comparison Subtraction: Story Problems 1 What's the Difference?</p>	<p>K.OA.1</p>	<p>*Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10 *Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20 *Pose information</p>

		questions from a sample size up through 10. *Given two or more sets that have 10 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects.
13 Comparison Subtraction: Story Problems 2 Add and Subtract Story Problems	K.OA.1 K.OA.2	*Collect data from a sample size up through 10. *Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles. *Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10. *Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20
13 Comparison Subtraction: Story Problems 3 Compare Quantities to 10	K.OA.1 K.OA.2	*Extend AB and ABB patterns of colors, shapes, or sizes. *Use concrete objects or sketches to represent a quantity up through 10. *Identify and describe ABCC and ABC patterns of colors, shapes, or sizes. *Recognize and solve word problems involving numbers up to 10 in which two quantities are compared by the use of addition or subtraction. *Demonstrate the meaning of subtraction as comparing two quantities to find the difference (with minuends up through 20)
13 Comparison Subtraction: Story Problems 4 Compare: More or Fewer?	K.OA.1	*Recognize and solve word problems involving numbers up to 10 in which two quantities are compared by the use of addition or subtraction *Demonstrate the meaning of subtraction as comparing two quantities to find the difference (with minuends up through 20) *Demonstrate an understanding of the concepts of today, yesterday, and tomorrow *Extend AAAB and AAB patterns of colors, shapes, or size *Order a group of no more than 10 objects, such as number tiles or stacks of counting chips
13 Comparison Subtraction: Story Problems 5 Compare in Everyday Situations	K.OA.1 K.OA.2	*Extend ABCC and ABC patterns of colors, shapes, or sizes. *Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 10 or fewer objects). *Answer "how many" questions about data shown in a picture graph that has up through 10 objects in each category *Recognize and solve word problems involving numbers up to 10 in which two quantities are compared by the use of addition or subtraction. *Demonstrate the meaning of subtraction as comparing two quantities to find the difference (with minuends up through 20).
13 Comparison Subtraction: Story Problems 6 Practice+ Day		*Demonstrate an understanding of the concepts of day, week, and year *Name the days of the week. *Demonstrate an understanding of the concepts of morning, afternoon, and evening *Recognize and solve word problems involving

		<p>numbers up to 10 in which two quantities are compared by the use of addition or subtraction</p>
<p>13 Comparison Subtraction: Story Problems 7 Estimate and Check Subtraction</p>		<p>Demonstrate an understanding of the concepts of day, week, and year.</p> <p>Name the days of the week.</p> <p>Demonstrate an understanding of the concepts of morning, afternoon, and evening.</p> <p>Recognize and solve word problems involving numbers up to 10 in which two quantities are compared by the use of addition or subtraction.</p>
<p>13 Comparison Subtraction: Story Problems 8 Unit Review</p>		<p>Given two or more sets of 20 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects.</p> <p>Answer "most, fewest, same" questions about data shown in a picture graph that has up through 10 objects in each category.</p> <p>Demonstrate that counting 10 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once.</p> <p>Check the accuracy of calculations for the solutions to subtraction problems with minuends up through 20.</p> <p>Make reasonable estimates for the solutions to subtraction problems with minuends up through 20.</p> <p>Check the accuracy of calculations for the solutions to addition problems with sums up through 20</p>
<p>13 Comparison Subtraction: Story Problems 10 Unit Checkpoint</p>		<p>Demonstrate the meaning of subtraction as comparing two quantities to find the difference (with minuends up through 20).</p> <p>Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20.</p> <p>Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10.</p> <p>Make reasonable estimates for the solutions to subtraction problems with minuends up through 20.</p>

		<p>Recognize and solve word problems involving numbers up to 10 in which two quantities are compared by the use of addition or subtraction.</p> <p>Check the accuracy of calculations for the solutions to subtraction problems with minuends up through 20</p>
<p>14 Add or Subtract: Problem Solving 1 Different Types of Problems</p>		<p>Make reasonable estimates for the solutions to subtraction problems with minuends up through 20.</p> <p>Recognize and solve word problems involving numbers up to 10 in which two quantities are compared by the use of addition or subtraction.</p> <p>Check the accuracy of calculations for the solutions to subtraction problems with minuends up through 20.</p> <p>Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10.</p>
<p>14 Add or Subtract: Problem Solving 2 Combine and Change Problems</p>		<p>Demonstrate the meaning of addition as the combining of two sets (for sums up through 20).</p> <p>Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20.</p> <p>Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20).</p> <p>Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction.</p> <p>Recognize and solve word problems involving sums up through 20 in which two quantities are combined.</p> <p>Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles.</p> <p>Use concrete objects or sketches to represent a quantity up through 20.</p> <p>Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 20 or fewer objects).</p>

<p>14 Add or Subtract: Problem Solving 3 Compare and Combine Problems</p>	<p>Recognize and solve word problems involving numbers up to 10 in which two quantities are compared by the use of addition or subtraction.</p> <p>Recognize and solve word problems involving sums up through 20 in which two quantities are combined.</p> <p>Demonstrate the meaning of addition as the combining of two sets (for sums up through 20).</p> <p>Demonstrate the meaning of subtraction as comparing two quantities to find the difference (with minuends up through 20).</p> <p>Use concrete objects or sketches to represent a quantity up through 10.</p> <p>Answer "most, fewest, same" questions about data shown in a picture graph that has up through 10 objects in each category.</p> <p>Name the days of the week</p>
<p>14 Add or Subtract: Problem Solving 4 Change and Compare Problems</p>	<p>Demonstrate that counting 10 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20.</p> <p>Demonstrate with concrete objects representing numbers up to 10 that changing the order in which numbers are added does not affect the sum.</p> <p>Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction.</p> <p>Recognize and solve word problems involving numbers up to 10 in which two quantities are compared by the use of addition or subtraction.</p> <p>Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20).</p> <p>Demonstrate the meaning of subtraction as comparing two quantities to find the difference (with minuends up through</p>

		<p>20).</p> <p>Demonstrate the meaning of addition as the combining of two sets (for sums up through 20).</p>
<p>14 Add or Subtract: Problem Solving 5 Add or Subtract: More Exploration</p>	<p>K.OA.5</p>	<p>Recognize and solve word problems involving numbers up to 10 in which two quantities are compared by the use of addition or subtraction.</p> <p>Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction.</p> <p>Recognize and solve word problems involving sums up through 20 in which two quantities are combined.</p> <p>Demonstrate the meaning of subtraction as comparing two quantities to find the difference (with minuends up through 20).</p> <p>Demonstrate the meaning of addition as the combining of two sets (for sums up through 20).</p> <p>Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20).</p> <p>Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20.</p> <p>Answer "how many" questions about data shown in a picture graph that has up through 10 objects in each category.</p>
<p>14 Add or Subtract: Problem Solving 6 Unit Review</p>		<p>Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction.</p> <p>Recognize and solve word problems involving sums up through 20 in which two quantities are combined.</p> <p>Recognize and solve word problems involving numbers up to 10 in which two quantities are compared by the use of addition or subtraction.</p>
<p>14 Add or Subtract: Problem Solving 8 Unit Checkpoint</p>		<p>Recognize and solve word problems involving numbers up to 10 in which two quantities are compared by the use of addition or subtraction.</p> <p>Recognize and solve word problems involving sums or</p>

		<p>minuends up through 20 in which one quantity changes through addition or subtraction.</p> <p>Recognize and solve word problems involving sums up through 20 in which two quantities are combined.</p>
<p>15 Measurement 1 Measure Objects Introduction</p>	<p>K.MD.1</p>	<p>Measure the length of objects by using nonstandard units.</p> <p>Name the days of the week.</p> <p>Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20).</p> <p>Identify tools that measure time within a day, such as a clock, and describe what those tools measure (for example, a clock measures minutes and hours).</p> <p>Count aloud a number of objects up through 20.</p> <p>Compare objects by length (for example, note which object is shorter, longer, or taller).</p> <p>Use objects, pictures, and picture graphs to record the results of data collection from a sample size up through 10.</p> <p>Compare the capacity of objects by making direct comparisons between two objects (for example, note which object holds more).</p> <p>Compare objects by weight (for example, note which object is heavier)</p>
<p>15 Measurement 2 Compare Length Introduction</p>	<p>K.MD.1 K.MD.2</p>	<p>Compare objects by length (for example, note which object is shorter, longer, or taller).</p> <p>Describe objects by their attributes, such as color, shape, and size.</p> <p>Use objects, pictures, and picture graphs to record the results of data collection from a sample size up through 10.</p> <p>Pose information questions from a sample size up through 10.</p> <p>Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 20 or fewer objects).</p>

<p>15 Measurement 4 Compare Weight Introduction</p>	<p>K.MD.1 K.MD.2</p>	<p>Compare objects by weight (for example, note which object is heavier).</p> <p>Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction.</p> <p>Demonstrate an understanding of the concepts of today, yesterday, and tomorrow.</p> <p>Recognize and solve word problems involving sums up through 20 in which two quantities are combined</p>
<p>15 Measurement 5 Compare Capacity Introduction</p>	<p>K.MD.1 K.MD.2</p>	<p>Compare the capacity of objects by making direct comparisons between two objects (for example, note which object holds more).</p> <p>Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20.</p> <p>Demonstrate an understanding of the concepts of morning, afternoon, and evening.</p> <p>Recognize and solve word problems involving sums up through 20 in which two quantities are combined</p>
<p>15 Measurement 6 Unit Review</p>		<p>Compare objects by length (for example, note which object is shorter, longer, or taller).</p> <p>Measure the length of objects by using nonstandard units.</p> <p>Compare objects by weight (for example, note which object is heavier).</p> <p>Compare the capacity of objects by making direct comparisons between two objects (for example, note which object holds more).</p>
<p>15 Measurement 8 Unit Checkpoint</p>		<p>Compare objects by length (for example, note which object is shorter, longer, or taller).</p> <p>Measure the length of objects by using nonstandard units.</p> <p>Compare objects by weight (for example, note which object is heavier).</p> <p>Compare the capacity of objects by making direct comparisons between two objects (for example, note which object holds more).</p>

<p>16 Numbers Through 30 1 Count and Show Numbers Through 30</p>	<p>K.CC.1</p>	<p>Collect data from a sample size up through 10.</p> <p>Demonstrate an understanding of the concepts of day, week, and year.</p> <p>Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10.</p> <p>Use concrete objects or sketches to represent a quantity up through 30. <i>intersección normal pi infinito abrir llaves 2 cerrar llaves</i></p> <p>Count aloud a number of objects up through 30.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20.</p> <p>Count aloud a number of objects up through 20.</p> <p>Given two or more sets of 30 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects.</p> <p>Write numerals from 1 through 30.</p> <p>Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 30 or fewer objects)</p>
<p>16 Numbers Through 30 2 Count Objects Through 30</p>	<p>K.CC.1</p>	<p>Count aloud a number of objects up through 30.</p> <p>Write numerals from 1 through 30.</p> <p>Use objects, pictures, and picture graphs to record the results of data collection from a sample size up through 10.</p> <p>Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10.</p> <p>Identify tools that measure time within a day, such as a clock, and describe what those tools measure (for example, a clock measures minutes and hours).</p> <p>Count aloud a number of objects up through 20</p>

<p>16 Numbers Through 30 3 Represent Amounts Through 30</p>		<p>Use concrete objects or sketches to represent a quantity up through 30. <i>intersección normal pi infinito abrir llaves 2 cerrar llaves</i></p> <p>Use concrete objects or sketches to represent a quantity up through 20.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20.</p> <p>Demonstrate an understanding of the concepts of morning, afternoon, and evening.</p> <p>Count aloud a number of objects up through 20.</p>
<p>16 Numbers Through 30 5 Compare Groups Through 30</p>	<p>K.CC.6</p>	<p>Given two or more sets of 30 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects.</p> <p>Given two or more sets of 20 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20.</p> <p>Identify the time to the nearest hour of everyday events (for example, lunchtime is 12 o'clock; bedtime is 8 o'clock at night).</p> <p>Answer "most, fewest, same" questions about data shown in a picture graph that has up through 10 objects in each category.</p>
<p>16 Numbers Through 30 6 Groups in a Picture Graph</p>	<p>K.CC.6</p>	<p>Given two or more sets of 30 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects.</p> <p>Given two or more sets of 20 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects.</p> <p>Recognize and solve word problems involving sums up through 20 in which two quantities are combined.</p> <p>Demonstrate the meaning of addition as the combining of two sets (for sums up through 20).</p>

		<p>Answer "how many" questions about data shown in a picture graph that has up through 10 objects in each category.</p>
<p>16 Numbers Through 30 7 Write Numerals Through 30</p>		<p>Write numerals from 1 through 30.</p> <p>Count aloud a number of objects up through 30.</p> <p>Make reasonable estimates for the solutions to addition problems (for sums up through 20).</p> <p>Recognize and solve word problems involving sums up through 20 in which two quantities are combined.</p> <p>Name the days of the week.</p> <p>Write numerals from 1 through 20.</p>
<p>16 Numbers Through 30 8 Compare Groups and Numbers</p>	K.CC.6	<p>Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 30 or fewer objects).</p> <p>Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction.</p> <p>Make reasonable estimates for the solutions to subtraction problems with minuends up through 20.</p> <p>Demonstrate an understanding of the concepts of today, yesterday, and tomorrow.</p> <p>Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 20 or fewer objects).</p>
<p>16 Numbers Through 30 9 Write Numerals From 1 Through 30</p>		<p>Write numerals from 1 through 30.</p> <p>Write numerals from 1 through 20.</p> <p>Identify tools that measure time of at least a day, such as a calendar, and describe what those tools measure (for example, a calendar measures days and weeks).</p> <p>Check the accuracy of calculations for the solutions to subtraction problems with minuends up through 20. Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction.</p>

<p>16 Numbers Through 30 10 Unit Review</p>		<p>Given two or more sets of 30 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects.</p> <p>Write numerals from 1 through 30.</p> <p>Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 30 or fewer objects).</p> <p>Count aloud a number of objects up through 30.</p>
<p>16 Numbers Through 30 12 Unit Checkpoint</p>		<p>Given two or more sets of 30 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects.</p> <p>Write numerals from 1 through 30.</p> <p>Use concrete objects or sketches to represent a quantity up through 30.</p> <p>Count aloud a number of objects up through 30.</p> <p>Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 30 or fewer objects).</p>
<p>17 Solid Figures 1 Identify Solid Figures</p>	<p>K.G.2 K.G.3 K.G.4</p>	<p>Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10.</p> <p>Use concrete objects or sketches to represent a quantity up through 20.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20.</p> <p>Identify common plane figures, such as circle, triangle, square, and rectangle.</p> <p>Identify common solid figures, such as cube, sphere, and cone.</p> <p>Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 30 or fewer objects).</p>
<p>17 Solid Figures 2 Solid Figures: More Exploration</p>		<p>Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10.</p>

		<p>Answer "most, fewest, same" questions about data shown in a picture graph that has up through 10 objects in each category.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20.</p> <p>Identify common solid figures, such as cube, sphere, and cone.</p>
<p>17 Solid Figures 3 Compare Figures by Shape or Size</p>	<p>K.G.1 K.G.4 K.G.2</p>	<p>Recognize and solve word problems involving numbers up to 10 in which two quantities are compared by the use of addition or subtraction.</p> <p>Demonstrate an understanding of the concepts of today, yesterday, and tomorrow.</p> <p>Recognize and solve word problems involving sums up through 20 in which two quantities are combined.</p> <p>Compare common solid figures according to attributes (e.g., position, shape, size, roundness, or number of corners).</p> <p>Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles.</p>
<p>17 Solid Figures 4 Attributes: More Exploration</p>	<p>K.G.1 K.G.4 K.G.2</p>	<p>Name the days of the week.</p> <p>Demonstrate an understanding of the concepts of day, week, and year.</p> <p>Check the accuracy of calculations for the solutions to subtraction problems with minuends up through 20.</p> <p>Compare common solid figures according to attributes (e.g., position, shape, size, roundness, or number of corners).</p>
<p>17 Solid Figures 5 Sort Solid Figures</p>	<p>K.G.4</p>	<p>Given a set of solid figures, identify which figure does not belong according to color, shape, or size.</p> <p>Check the accuracy of calculations for the solutions to subtraction problems with minuends up through 20.</p> <p>Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction.</p> <p>Name the days of the week.</p>

		<p>Given a group of plane figures, identify which figure does not belong according to color, shape, or size.</p>
17 Solid Figures 6 Practice+ Day		<p>Given a set of solid figures, identify which figure does not belong according to color, shape, or size.</p> <p>Given a group of plane figures, identify which figure does not belong according to color, shape, or size.</p> <p>Count aloud a number of objects up through 20.</p>
17 Solid Figures 8 Put Together Shapes		<p>Use concrete objects or sketches to show how two or more plane figures can be put together to create a different shape (circles, triangles, rectangles, and squares only).</p> <p>Use concrete objects or sketches to represent a quantity up through 20.</p> <p>Demonstrate with concrete objects representing numbers up to 10 that changing the order in which numbers are added does not affect the sum.</p> <p>Given two or more sets of 20 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects.</p>
17 Solid Figures 9 Combine Shapes: More Exploration	K.G.6	<p>Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles.</p> <p>Use concrete objects or sketches to show how two or more plane figures can be put together to create a different shape (circles, triangles, rectangles, and squares only).</p> <p>Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction.</p> <p>Demonstrate that counting 20 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once.</p> <p>Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 20 or fewer objects).</p>
17 Solid Figures 10 Take Apart Shapes	K.G.6	<p>Show how two or more plane figures can be taken apart to create different shapes (circles, triangles, rectangles, and squares only).</p> <p>Use concrete objects or sketches to show how two or more</p>

		<p>plane figures can be put together to create a different shape (circles, triangles, rectangles, and squares only).</p> <p>Answer "how many" questions about data shown in a picture graph that has up through 10 objects in each category.</p> <p>Recognize and solve word problems involving sums up through 20 in which two quantities are combined.</p> <p>Name the days of the week.</p>
<p>17 Solid Figures 11 Take Apart Shapes: More Exploration</p>		<p>Check the accuracy of calculations for the solutions to addition problems with sums up through 20.</p> <p>Identify tools that measure time of at least a day, such as a calendar, and describe what those tools measure (for example, a calendar measures days and weeks).</p> <p>Recognize and solve word problems involving numbers up to 10 in which two quantities are compared by the use of addition or subtraction.</p> <p>Show how two or more plane figures can be taken apart to create different shapes (circles, triangles, rectangles, and squares only).</p>
<p>17 Solid Figures 12 Unit Review</p>		<p>Show how two or more plane figures can be taken apart to create different shapes (circles, triangles, rectangles, and squares only).</p> <p>Identify common solid figures, such as cube, sphere, and cone.</p> <p>Use concrete objects or sketches to show how two or more plane figures can be put together to create a different shape (circles, triangles, rectangles, and squares only).</p> <p>Given a set of solid figures, identify which figure does not belong according to color, shape, or size.</p> <p>Compare common solid figures according to attributes (e.g., position, shape, size, roundness, or number of corners).</p> <p>Given a group of plane figures, identify which figure does not belong according to color, shape, or size. Identify common plane figures, such as circle, triangle, square, and rectangle.</p> <p>Compare plane figures by common attributes, such as</p>

		number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles.
17 Solid Figures 14 Unit Checkpoint		<p>Use concrete objects or sketches to show how two or more plane figures can be put together to create a different shape (circles, triangles, rectangles, and squares only).</p> <p>Compare common solid figures according to attributes (e.g., position, shape, size, roundness, or number of corners).</p> <p>Given a set of solid figures, identify which figure does not belong according to color, shape, or size.</p> <p>Identify common solid figures, such as cube, sphere, and cone.</p> <p>Show how two or more plane figures can be taken apart to create different shapes (circles, triangles, rectangles, and squares only).</p>
1 CC Appendix 1 Arrange and Describe Position	K.G.1	<p>Describe objects in space by proximity, such as near, far, up, down, below, or above.</p> <p>Arrange objects in space by proximity, such as near, far, up, down, below, or above.</p>
1 CC Appendix 2 Use Direction Words	K.G.1	<p>Demonstrate an understanding of the concepts of today, yesterday, and tomorrow.</p> <p>Compare the capacity of objects by making direct comparisons between two objects (for example, note which object holds more).</p> <p>Count by 10s through 100. Arrange objects in space by proximity, such as near, far, up, down, below, or above.</p> <p>Describe objects in space by proximity, such as near, far, up, down, below, or above.</p> <p>Describe objects in space by direction, such as behind, in front of, next to, left of, or right of.</p> <p>Arrange objects in space by direction, such as behind, in front of, next to, left of, or right of.</p>
1 CC Appendix 3 Make Ten	K.OA.3 K.OA.4	<p>Use concrete objects or sketches to find the number that makes 10 when added to any given number from 1 to 9 .</p> <p>Decompose numbers less than or equal to 10 into pairs in more than one way.</p>

1 CC Appendix 4 Ten Plus More (A)	K.NBT.1	Use concrete objects or sketches to compose and decompose numbers from 11 to 19 into 10 ones and some further ones.
1 CC Appendix 5 Ten Plus More (B)	K.NBT.1	Demonstrate understanding that numbers from 11 to 19 are composed of 10 ones and 1, 2, 3, 4, 5, 6, 7, 8, or 9 ones .
1 CC Appendix 6 Different Forms of Numbers		<p>Represent equivalent forms of the same number through the use of physical models such as tens rods and ones cubes through 20.</p> <p>Use concrete objects or sketches to represent a quantity up through 30.</p> <p>Represent equivalent forms of the same number through 20 through the use of number expressions, such as $7 = 4 + 3$, or $5 + 2$, or $1 + 2 + 4$.</p> <p>Represent equivalent forms of the same number through the use of diagrams through 20.</p> <p>Compare objects by length (for example, note which object is shorter, longer, or taller).</p> <p>Identify 10 more than or 10 less than a given number.</p> <p>Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10.</p>
1 CC Appendix 7 Count On to Add		<p>Compare common solid figures according to attributes (e.g., position, shape, size, roundness, or number of corners).</p> <p>Correctly use the + symbol. Demonstrate understanding of the rule for adding zero.</p> <p>Demonstrate automatic recall of addition facts with sums through 20.</p> <p>Demonstrate and explain the meaning of addition as putting together or combining sets.</p> <p>Use concrete objects or sketches to represent a quantity up through 30.</p> <p>Combine memorized facts with counting strategies to solve addition problems.</p> <p>Use "counting on" to solve addition problems.</p>

		Use "counting on from the greatest number" to solve addition problems.
1 CC Appendix 8 Group Tens (A)		Use concrete objects or sketches to compose and decompose numbers from 11 to 19 into 10 ones and some further ones.
1 CC Appendix 9 Group Tens (B)		Demonstrate understanding that numbers from 11 to 19 are composed of 10 ones and 1, 2, 3, 4, 5, 6, 7, 8, or 9 ones .
1 CC Appendix 10 Measurable Features (A)	K.MD.1	Describe measurable attributes of objects or a single object .
1 CC Appendix 11 Measurable Features (B)		Directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" the attribute, and describe the difference .
1 CC Appendix 12 Build Models of Solid Figures	K.G.5	Draw and build shapes of everyday objects from components, such as sticks and clay balls .
1 CC Appendix 13 Count to 50		Count to 50 by ones.
1 CC Appendix 14 Count to 50 by 10s		Count to 50 by 10s.
1 CC Appendix 15 Count to 100	K.CC.1	Count to 100 by ones.
1 CC Appendix 16 Count to 100 by 10s	K.CC.1	Count to 100 by 10s.