

# COMMON CORE Standards Plus<sup>®</sup>



# Mathematics

## Kindergarten

### Teacher Edition



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# Common Core Standards Plus® - Mathematics Kindergarten

## *What is Common Core Standards Plus?*

### Research Behind Standards Plus:

Common Core Standards Plus is produced by Learning Plus Associates, a Nonprofit Public Benefit Corporation dedicated to creating and providing solutions that increase student achievement and support teacher delivery of high-quality, effective instruction on a daily basis. The lessons are based upon the research of Effective Schools Correlates, Edward Deming's Total Quality Management (TQM), and models of effective instruction. A team of content and grade level experts wrote the Common Core Standards Plus lessons to meet the skills, concepts, depth, and rigor of the Common Core Standards.

### What is Standards Plus?

Standards Plus is a set of research-based, supplemental K-8 language arts and math materials written to the Common Core Standards. These explicit direct instruction lessons were designed to teach discrete elements of the Common Core Standards.

### Benefits:

- Ready-to-teach lessons and projects with very little teacher prep
- Grade level content vocabulary is taught within the context of the lessons.
- Increases student and teacher understanding of the standards
- A year's worth of daily lessons, performance lessons, and integrated projects ensure that all students have equal access to standards at every level of rigor (DOK 1-4)
- Prepares students for the state assessment

### Three Types of Lessons:

#### Daily Lessons and Weekly Assessments (Evaluations):

*(15-20 minutes daily)*

There are 34 weeks of daily lessons and assessments (evaluations) written directly to the standards.

**A week of instruction** is comprised of **four lessons** and a **corresponding assessment**. The daily lessons are written to DOK Levels 1 and 2.



**Daily Lessons & Weekly Assessments**

#### Performance Lessons:

*(3-5 days 30 minutes each day)*

After one or more weeks of daily lessons written to a particular standard or topic, you will find a Performance Lesson. Performance Lessons are written to DOK Level 3.

These lessons require that students apply what they have learned and use reasoning, planning, evidence, and a higher level of thinking than the daily lessons. Many standards are assessed at this level of rigor on state assessments.



**Performance Lessons**

#### Integrated Projects:

*(Multiple class sessions over several days or weeks)*

Three Integrated Projects are located immediately after the supporting daily lessons, assessments, and performance lessons. Integrated Projects require that students plan, synthesize information, produce high-quality products, and present their findings. Integrated Projects are written to DOK level 4.



**Integrated Projects**

# Common Core Standards Plus® - Mathematics Kindergarten

## *Delivering the Daily Lessons*

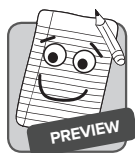


### Prepare to Teach/Plan Instruction

**Select the week of instruction you will be teaching.** View the sample pacing on pages 8-9 or create your own pacing to match the content and standards of Standards Plus lessons to classroom instruction, district pacing guides, or benchmark information.

#### Helpful Hint

A **week of instruction** is a set of four daily lessons and a weekly assessment.



### Preview the Week of Instruction (5 minutes)

Look at the teacher lesson plans for all four lessons paying particular attention to the standard(s), lesson objective, and introduction. Those three pieces of information will identify what students will learn and be able to do. Quickly scan the student page to gain an understanding of what students will be expected to do in independent practice. Repeat this process for the next three lessons and the assessment. This will give you a clear picture of how the week unfolds and will help you keep the daily lessons focused and concise.



### Prepare to Teach a Daily Lesson (5 minutes)

- Read the entire teacher lesson plan.
- Identify academic vocabulary.
- Determine your instructional focus, “What do I want students to know and do by the end of today’s lesson?”
- Consider any relevant prior knowledge connections you can share with students, so they can connect the new learning to previous learning.



### Teach a Daily Lesson (15-20 minutes)

**Every Day**

- 1. Project the student lesson**
- 2. Read the standard(s)** aloud with students, highlighting the part of the standard being taught in today’s lesson.
- 3. Read the Introduction** provided in the Teacher Edition or provide your own.
- 4. Read the Instruction aloud to students.**  
Focus on new academic vocabulary, teaching the concept directly, and modeling the concept for students.
- 5. Read the Guided Practice** and work through the examples together with students, sharing your thoughts aloud as you work through the item(s) step-by-step.
  - Monitor the class – If students are struggling, DO NOT MOVE onto Independent Practice, continue with Guided Practice.
- 6. Read the Independent Practice and/or the Directions.**
  - Continue to monitor the class to catch common errors or misconceptions and correct immediately.
  - Differentiate instruction for struggling students by assigning fewer items.
  - Prompt and praise students for making attempts.
- 7. Complete the Review**
  - Review answers when all students have completed Independent Practice or when your timeframe has expired.
  - Have students correct their mistakes or improve their answers.
- 8. Read the Closure**
  - Read or paraphrase the closure or have students summarize the important concepts or skills learned in the lesson.

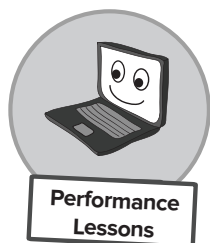
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## *Delivering the Lessons*



### Weekly Formative Assessments (Evaluations)

- Formative assessments that include items that match the week's instruction.
- Use these assessments to identify students' understanding of the concept taught and identify students for intervention.



### Prepare to Teach a Performance Lesson

*Allocate 30 minutes a day for 3-5 days to complete a performance lesson.*

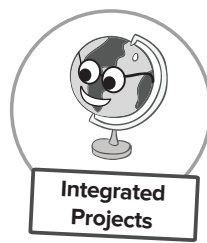
**Periodically**



### Preview the Entire Performance Lesson (5-10 Minutes)

- Read the teacher lesson plan (1-2 pages) and student pages
- Focus on the standards listed at the top of the teacher page, the Lesson Objective, and the Overview. This information will provide a broad overview of the performance lessons.

**NOTE:** Performance lessons are more complex and more difficult for students than the daily lessons. **Performance lessons must be taught, not assigned.** Each performance lesson *has a large guided practice section*. This is so that the teacher can model and guide students through each component of the lesson. These lessons teach students how to successfully complete a performance task.



### Prepare to Teach an Integrated Project

*Multiple class sessions over several days or weeks.*

**3 Times a Year**



### Preview the Entire Integrated Project (10-15 Minutes)

- Previewing the project will provide an overview of the standards and components of the project.
- This allows the teacher to gain an understanding of how several different standards can be taught and evaluated.

**NOTE:** Even if you are not planning to teach a Standards Plus Integrated Project, it is helpful to view the components of the project listed in the Teacher Edition. It provides a broad look at how to integrate many topics and standards. It is a good reminder for teachers to include standards and expectations often overlooked, whether it is planning and delivering an opinion speech, or using technology to produce and publish writing as well as to interact and collaborate with others. Each project component may take up to a week or two of instruction.

### Helpful Hint

To ensure all heavily-weighted standards are taught prior to state testing, you may need to teach a Performance Lesson and/or a component of an Integrated Project **in addition to** a week of Daily Lessons. **See PBL sample pacing on page 10-11 for an example.**

# Common Core Standards Plus® - Mathematics Kindergarten

## Suggested Pacing



Standards Plus is supplemental and **does not** have to be taught in the printed order.

The pacing guide below provides a logical progression of the skills and concepts to support mastery of the grade level standards.

### Suggested Pacing Guide

WEEK	DOMAIN/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK
1	CC Part 1 – Counting Objects & Sets L1-4, E1	K.CC.4a	26-35	1-2
2	CC Part 1 – Counting Objects & Sets L5-8, E2	K.CC.4b	36-45	1-2
3	CC Part 1 – Counting Objects & Sets L9-12, E3	K.CC.4c	46-55	1-2
4	CC Part 1 – Counting Objects & Sets L13-16, E4	K.CC.5	56-65	1-2
5	CC Part 1 – Counting Objects & Sets L17-20, E5	K.CC.5	66-75	1-2
<b>Performance Lesson 1 – How Many?</b>		K.CC.4, K.CC.4a-c, K.CC.5	76	3
6	OA Part 1 – Showing Addition & Subtraction L1-4, E1	K.OA.1	6	1-2
7	OA Part 1 – Showing Addition & Subtraction L5-8, E2	K.OA.1	7	1-2
8	OA Part 1 – Showing Addition & Subtraction L9-12, E3	K.OA.2	8	1-2
9	OA Part 1 – Showing Addition & Subtraction L13-16, E4	K.OA.2	9	1-2
<b>Performance Lesson 2 – Showing Addition &amp; Subtraction</b>		K.OA.1, K.OA.2	124	3
10	CC Part 2 – Count, Match, and Compare L1-4, E1	K.CC.3	132-141	1-2
11	CC Part 2 – Count, Match, and Compare L5-8, E2	K.CC.6	142-151	1-2
12	CC Part 2 – Count, Match, and Compare L9-12, E3	K.CC.6	152-161	1-2
13	CC Part 2 – Count, Match, and Compare L13-16, E4	K.CC.7	162-171	1-2
<b>Performance Lesson 3 – Count, Match, and Compare</b>		K.CC.3, K.CC.6, K.CC.7	172	3
14	OA Part 2 – Working with Numbers 5 to 10 L1-4, E1	K.OA.3	190-199	1-2
15	OA Part 2 – Working with Numbers 5 to 10 L5-8, E2	K.OA.3	200-209	1-2
16	OA Part 2 – Working with Numbers 5 to 10 L9-12, E3	K.OA.4	210-219	1-2
17	OA Part 2 – Working with Numbers 5 to 10 L13-16, E4	K.OA.4	220-229	1-2
18	OA Part 2 – Working with Numbers 5 to 10 L17-20, E5	K.OA.5	230-239	1-2
<b>Performance Lesson 4 – Making Five and Ten</b>		1.OA.1, 1.OA.2	240	3
19	Number & Operations in Base Ten L1-4, E1	K.NBT.1	248-257	1-2
20	Number & Operations in Base Ten L5-8, E2	K.NBT.1	258-267	1-2
21	Number & Operations in Base Ten L9-12, E3	K.NBT.1	268-277	1-2
<b>Performance Lesson 5 – Compose and Decompose</b>		K.NBT.1	278	3
22	Measurement & Data L1-4, E1	K.MD.1, K.MD.2	286-295	1-2
23	Measurement & Data L5-8, E2	K.MD.1, K.MD.2	296-305	1-2
<b>Performance Lesson 6 – What Size Is It?</b>		K.MD.1, K.MD.2	306	3
24	Measurement & Data L9-12, E3	K.MD.3	308-317	1-2
25	Measurement & Data L13-16, E4	K.MD.3	318-327	1-2
<b>Performance Lesson 7 – Classifying Objects</b>		K.MD.3	328	3

→ Suggested pacing continues at the top of the next page.



Daily Lessons & Weekly Assessments

Each white row represents a week of instruction.

A week of instruction includes four daily lessons (L) and a weekly formative assessment /evaluation (E).



Performance Lessons

Each shaded row represents a performance lesson.

Performance lessons may take up to three 30-minute sessions to complete.



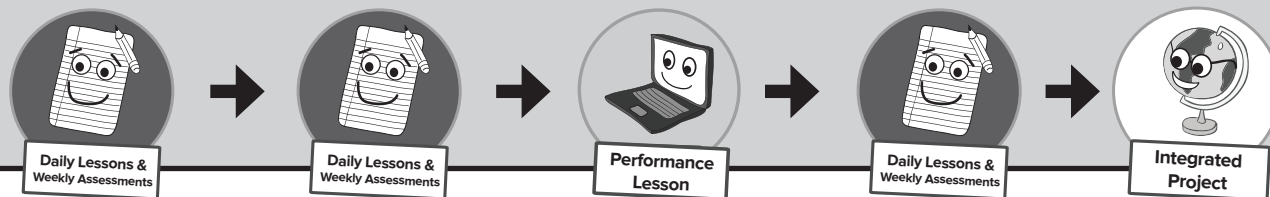
# Common Core Standards Plus® - Mathematics Kindergarten

## ***Suggested Pacing Continued***

### Suggested Pacing Guide Continued

WEEK	DOMAIN/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK
26	Geometry L1-4, E1	K.G.1	350-359	<b>1-2</b>
27	Geometry L5-8, E2	K.G.2	360-369	<b>1-2</b>
28	Geometry L9-12, E3	K.G.3	370-379	<b>1-2</b>
<i><b>Performance Lesson 8</b></i> – Name that Shape		K.G.1, K.G.2, K.G.3	380	<b>3</b>
29	Geometry L13-16, E4	K.G.4	384-393	<b>1-2</b>
30	Geometry L17-20, E5	K.G.5	394-403	<b>1-2</b>
31	Geometry L21-24, E6	K.G.6	404-413	<b>1-2</b>
32	Geometry L25-28, E7	K.G.6	414-423	<b>1-2</b>
<i><b>Performance Lesson 9</b></i> – Putting Shapes Together		K.G.4, K.G.5, K.G.6	424	<b>3</b>
33	CC Part 3 – Counting to 100 L1-4, E1	K.CC.1	434-443	<b>1-2</b>
34	CC Part 3 – Counting to 100 L5-8, E2	K.CC.2	444-453	<b>1-2</b>
<i><b>Performance Lesson 10</b></i> – Counting to 100		K.CC.1, K.CC.2	454	<b>3</b>

## ***Developing Your Own Standards Plus Pacing is Easy***



The Common Core Standards Plus lessons can be easily paced to match:

- Core publisher textbooks
- District or site pacing
- District benchmarks

#### Here's How:

The Lesson Index found on pages **12-19** lists the Domain, Lesson Focus, and Standard(s) taught in each lesson. Every week of instruction (four Daily Lessons & a Weekly Assessment), Performance Lesson, and an Integrated Project is included in the lesson index. Use the Strand, Lesson Focus, or Standard listed on the Lesson Index to match the Standards Plus content to your own textbooks, units, or pacing. Schedule the Daily Lessons that lead up to each Performance Lesson to ensure students can apply the skills and concepts taught in the Daily Lessons.

# Common Core Standards Plus® - Mathematics Kindergarten

## ***Project-Based Learning Pacing***

### **Pacing Explanation:**

Standards Plus materials are Common Core by design. They offer instruction at all four levels of Webb’s Depth of Knowledge (DOK 1-4), and they include three instructional components (Daily Lessons, Performance Lessons, and Integrated projects) that can be scheduled to support Project-Based Learning. Each grade level and subject may be organized into three distinct sets of instruction that include several weeks of Daily Lessons and Weekly Assessments (evaluations), multiple Performance Lessons, and an Integrated Project.

**If you are using Common Core Standards Plus to support Project-Based Learning, here’s an example of how you might schedule the instruction to fit your instructional day:**

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>21</b>	<i>Number &amp; Operations in Base Ten Lesson 9</i>	<i>Number &amp; Operations in Base Ten Lesson 10</i>	<i>Number &amp; Operations in Base Ten Lesson 11</i>	<i>Number &amp; Operations in Base Ten Lesson 12</i>	<i>Number &amp; Operations in Base Ten Evaluation 3</i>
<i>Performance Lesson 5: Compose &amp; Decompose</i>					
<i>Project Component: Making a Number Model</i>					



This is an example of a week of PBL instruction that includes instruction at **every level of rigor**. In this example, you teach the Daily Lessons, a Performance Lesson, and a component of an Integrated Project in one week.

# Common Core Standards Plus® - Mathematics Kindergarten

## *Project-Based Learning Pacing*

### 13-Week PBL Plan

WEEK	STRAND, LESSONS, EVALUATIONS (E)	INTEGRATED PROJECT COMPONENTS
1	Counting Objects & Sets – CC Part 1 1-4, E1	<b>Integrated Project #1</b> <b>A Number Book</b>
2	Counting Objects & Sets – CC Part 1 5-8, E2	
3	Counting Objects & Sets – CC Part 1 9-12, E3	Making a Book
4	Counting Objects & Sets – CC Part 1 13-16, E4	Creating Each Page
5	Count Objects & Sets – CC-1 17-20, E5 / <i>*Performance Lesson 1</i>	Creating Each Page
6	Show Addition & Subtraction – OA Pt. 1 1-4, E1	Creating Each Page
7	Show Addition & Subtraction – OA Pt. 1 5-8, E2	Creating Each Page
8	Show Addition & Subtraction – OA Pt. 1 9-12, E3	Creating Each Page
9	Show Add & Subtract – OA-1 13-16, E4 / <i>*Performance Lesson 2</i>	Creating Each Page
10	Count, Match, & Compare – CC Part 2 1-4, E1	Creating Each Page
11	Count, Match, & Compare – CC Part 2 5-8, E2	Putting It All Together
12	Count, Match, & Compare – CC Part 2 9-12, E3	Putting It All Together
13	Count, Match, Compare-CC-2 13-16, E4 / <i>*Performance Lesson 3</i>	Sharing with Friends


### 12-Week PBL Plan

14	Work with Numbers 5 to 10 – OA Pt. 2 1-4, E1	<b>Integrated Project #2</b> <b>It's Classified</b>
15	Work with Numbers 5 to 10 – OA Pt. 2 5-8, E2	
16	Work with Numbers 5 to 10 – OA Pt. 2 9-12, E3	
17	Work with Numbers 5 to 10 – OA Pt. 2 13-16, E4	
18	Work w/ No 5-10 – OA Pt. 2 17-20, E5 / <i>*Performance Lesson 4</i>	Representing Numbers
19	Number and Operations in Base Ten 1-4, E1	Representing Numbers
20	Number and Operations in Base Ten 5-8, E2	Making a Number Model
21	No. & Operations in Base Ten 9-12, E3 / <i>*Performance Lesson 5</i>	Making a Number Model
22	Measurement and Data 1-4, E1	Sorting by Attribute
23	Measurement and Data 5-8, E2 / <i>*Performance Lesson 6</i>	Sorting by Attribute
24	Measurement and Data 9-12, E3	Playing It's Classified
25	Measurement and Data 13-16, E4 / <i>*Performance Lesson 7</i>	Playing It's Classified

### 9-Week PBL Plan

26	Geometry 1-4, E1	<b>Integrated Project #3</b> <b>The Hundred Playground</b>
27	Geometry 5-8, E2	
28	Geometry 9-12, E3 / <i>*Performance Lesson 8</i>	Working with Ten
29	Geometry 13-16, E4	Working with Twenty
30	Geometry 17-20, E5	
31	Geometry 21-24, E6	What's in a Playground?
32	Geometry 25-28, E7 / <i>*Performance Lesson 9</i>	Designing the Playground
33	Counting to 100 – CC Part 3 1-4, E1	Designing the Playground
34	Counting to 100 – CC Part 3 5-8, E2 / <i>*Performance Lesson 10</i>	Presenting the Playground





**Integrated Project**

Each project component may take up to two weeks of instruction.

# Common Core Standards Plus® - Mathematics Kindergarten

## *Lesson Index*

Domain	Lesson	Focus	Standard(s)	TE Page	St. Pad	DOK Level
<b>Counting Objects and Sets – CC Part 1</b> (Counting and Cardinality Standards: K.CC.4-K.CC.5)	1	Count with One-to-One Correspondence	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.	26		1-2
	2	Count with One-to-One Correspondence		28	Pad A	
	3	Count with One-to-One Correspondence		30	Pad A	
	4	Count with One-to-One Correspondence		32	Pad A	
	E1	Evaluation – Count with One-to-One Correspondence		34	Pad A	
	5	Counting to Tell How Many	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.	36		1-2
	6	Counting to Tell How Many		38		
	7	Counting to Tell How Many		40		
	8	Counting to Tell How Many		42		
	E2	Evaluation – Counting to Tell How Many		44		
	9	Finding Smaller Sets Within a Total	K.CC.4c: Understand that each successive number name refers to a quantity that is one larger.	46		1-2
	10	Finding Smaller Sets Within a Total		48		
	11	Finding Smaller Sets Within a Total		50		
	12	Finding Smaller Sets Within a Total		52		
	E3	Evaluation – Finding Smaller Sets Within a Total		54		
	13	How Many in a Line	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.	56		1-2
	14	How Many in an Array		58		
	15	How Many in a Circle		60		
	16	Count How Many in a Scattered Set		62		
	E4	Evaluation – Counting 1-10 Objects		64	Pad A	
17	How Many in a Line	K.CC.5	66	Pad A	1-2	
18	How Many in an Array		68	Pad A		
19	How Many in a Circle		70	Pad A		
20	Count How Many in a Scattered Set		72	Pad A		
E5	Evaluation – Counting 1-20 Objects		74	Pad A		
P1	<b>Performance Lesson #1 – How Many? (K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5)</b>			76	Pad J	3
<b>Showing Addition and Subtraction – OA Part 1</b>	1	Represent Addition	K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions, or equations.	84		1-2
	2	Represent Addition		86		
	3	Represent Addition		88	Pad B	
	4	Represent Addition		90	Pad B	
	E1	Evaluation – Represent Addition		92	Pad B	

# Common Core Standards Plus® - Mathematics Kindergarten

## *Lesson Index*

Domain	Lesson	Focus	Standard(s)	TE Page	St. Pad	DOK Level	
<b>Showing Addition and Subtraction – OA Part 1</b> (Operations and Algebraic Thinking Standards: K.OA.1-K.OA.2)	5	Represent Subtraction	K.OA.1	94		1-2	
	6	Represent Subtraction		96			
	7	Represent Subtraction		98	Pad B		
	8	Represent Subtraction		100	Pad B		
	E2	Evaluation – Represent Subtraction		102	Pad B		
	9	Solve Addition Word Problems	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.	104		1-2	
	10	Solve Addition Word Problems		106	Pad B		
	11	Solve Subtraction Word Problems		108			
	12	Solve Subtraction Word Problems		110	Pad B		
	E3	Evaluation – Addition & Subtraction Word Problems		112	Pad B		
	13	Solve Addition Word Problems	K.OA.2	114		1-2	
	14	Solve Addition Word Problems		116	Pad B		
	15	Solve Addition Word Problems		118			
	16	Solve Addition Word Problems		120	Pad B		
	E4	Evaluation – Addition Word Problems		122	Pad B		
	P2	<b>Performance Lesson #2 – Showing Addition and Subtraction (K.OA.1, K.OA.2)</b>			124	Pad J	3
	<b>Count, Match, and Compare – CC Part 2</b> (Counting and Cardinality Standards: K.CC.3, K.CC.6-K.CC.7)	1	Write Numbers from 0-10	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).	132	Pad C	1-2
		2	Write Numbers from 11-20		134	Pad C	
		3	A Number of Objects from 0-20		136	Pad C	
4		A Number of Objects from 0-20	138		Pad C		
E1		Evaluation – A Number of Objects from 0-20	140		Pad C		
5		Vocabulary for Comparing Sets	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.	142		1-2	
6		Count and Match Sets to Compare		144	Pad C		
7		Count and Match Sets to Compare		146	Pad C		
8		Count and Match Sets to Compare		148	Pad C		
E2		Evaluation – Count and Match to Compare Sets		150	Pad C		
9		Count and Match Sets to Compare	K.CC.6	152	Pad D	1-2	
10		Count and Match Sets to Compare		154	Pad D		
11		Count and Match Sets to Compare		156	Pad D		
12		Count and Match Sets to Compare		158	Pad D		
E3	Evaluation – Count and Match Sets to Compare	160		Pad D			

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Domain	Lesson	Focus	Standard(s)	TE Page	St. Pad	DOK Level
<b>Count, Match, and Compare – CC Part 2</b>	<b>13</b>	Compare Two Numbers	K.CC.7: Compare two numbers between 1 and 10 presented as written numerals.	<b>162</b>		<b>1-2</b>
	<b>14</b>	Compare Two Numbers		<b>164</b>	<b>Pad D</b>	
	<b>15</b>	Compare Two Numbers		<b>166</b>	<b>Pad D</b>	
	<b>16</b>	Compare Two Numbers		<b>168</b>	<b>Pad D</b>	
	<b>E4</b>	Evaluation – Compare Two Numbers		<b>170</b>	<b>Pad D</b>	
	<b>P3</b>	<b>Performance Lesson #3 – Count, Match, and Compare (K.CC.3, K.CC.6, K.CC.7)</b>		<b>172</b>	<b>Pad J</b>	
<b>Integrated Project #1: A Number Book</b> <i>(K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2)</i>				<b>179</b>	<b>Pad L</b>	<b>4</b>
<p><b>Prerequisite Domains:</b> <i>Counting Objects and Sets – CC Part 1, Showing Addition and Subtractions – OA Part 1, and Count, Match, and Compare</i></p> <p><b>Product:</b> The students will each make a number book for the numbers 1-20. They will share their books in small groups.</p> <p><b>Overview:</b> The students will use what they have learned about counting and reading and writing numbers to make a number book to show the numbers 1-20. They will illustrate each page with drawings or number sentences to represent each number. They will share their completed books in small groups. Since this is a learning activity, all components will be completed in class.</p>						

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Domain	Lesson	Focus	Standard(s)	TE Page	St. Pad	DOK Level
<b>Working with Numbers 5 to 10 – OA Part 2</b> (Operations and Algebraic Thinking Standards: K.OA.3-K.OA.4)	1	Decompose Numbers	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 $5 = 4 + 1$ ).	190		1-2
	2	Decompose Numbers		192		
	3	Decompose Numbers		194		
	4	Decompose Numbers		196		
	E1	Evaluation – Decompose Numbers		198		
	5	Decompose Numbers	K.OA.3	200	Pad E	1-2
	6	Decompose Numbers		202	Pad E	
	7	Decompose Numbers		204	Pad E	
	8	Decompose Numbers		206	Pad E	
	E2	Evaluation – Decompose Numbers		208	Pad E	
	9	Find the Number That Makes 10	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.	210		1-2
	10	Find the Number That Makes 10		212		
	11	Find the Number That Makes 10		214		
	12	Find the Number That Makes 10		216		
	E3	Evaluation – Find the Number That Makes 10		218		
	13	Find the Number That Makes 10	K.OA.4	220	Pad E	1-2
	14	Find the Number That Makes 10		222	Pad E	
	15	Find the Number That Makes 10		224	Pad E	
	16	Find the Number That Makes 10		226	Pad E	
	E4	Evaluation – Find the Number That Makes 10		228	Pad E	
	17	Add Within 5	K.OA.5: Fluently add and subtract within 5.	230		1-2
	18	Add Within 5		232	Pad E	
	19	Subtract Within 5		234		
	20	Subtract Within 5		236	Pad E	
E5	Add and Subtract Within 5	238		Pad E		
P4	<b>Performance Lesson #4 – Making Five and Ten (K.OA.3, K.OA.4, K.OA.5)</b>			240	Pad J	3

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Domain	Lesson	Focus	Standard(s)	TE Page	St. Pad	DOK Level	
<b>Number and Operations in Base Ten</b> (Number and Operations in Base Ten Standard: K.NBT.1)	1	Compose Numbers 11 to 19	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 (e.g., $18 = 10 + 8$ ) understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	248		1-2	
	2	Compose Numbers 11 to 19		250			
	3	Compose Numbers 11 to 19		252			
	4	Compose Numbers 11 to 19		254	Pad F		
	E1	Evaluation – Compose Numbers 11 to 19		256	Pad F		
	5	Decompose Numbers 11 to 15	K.NBT.1	258		1-2	
	6	Decompose Numbers 16 to 19		260			
	7	Decompose Numbers 11 to 19		262	Pad F		
	8	Decompose Numbers 11 to 15		264	Pad F		
	E2	Evaluation – Decompose Numbers 11 to 15		266	Pad F		
	9	Compose and Decompose Numbers 11 to 19	K.NBT.1	268		1-2	
	10	Compose and Decompose Numbers 11 to 19		270			
	11	Compose and Decompose Numbers 11 to 19		272	Pad F		
	12	Compose and Decompose Numbers 11 to 19		274	Pad F		
	E3	Evaluation – Compose and Decompose Numbers 11 to 19		276	Pad F		
	P5	<b>Performance Lesson #5 – Compose and Decompose (K.NBT.1)</b>			278	Pad J	3
	<b>Measurement and Data</b> (Measurement and Data Standards: K.MD.1-K.MD.3)	1	Understanding Measurable Attributes	K.MD.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	286		1-2
		2	Lengths of Objects	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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	288		
		3	Heights of Objects		290	Pad G	
4		Width of Objects	292		Pad G		
E1		Evaluation – Measurable Attributes	K.MD.1, K.MD.2	294	Pad G		
5		Understanding Measurable Attributes	K.MD.1	296		1-2	
6		Weights of Objects	K.MD.2	298			
7		Weights of Objects		300	Pad G		
8		Capacity of Containers		302	Pad G		
E2		Evaluation – Measurable Attributes	K.MD.1, K.MD.2	304	Pad G		
P6		<b>Performance Lesson #6 – What Size Is It? (K.MD.1, K.MD.2)</b>			306		3
9		Classify Objects – Two Categories	K.MD.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	308		1-2	
10		Classify Objects – Two Categories		310			
11		Classify Objects – Three Categories		312			
12		Classify Objects – Three Categories		314	Pad G		
E3	Evaluation – Classify Objects – Three Categories	316		Pad G			



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Domain	Lesson	Focus	Standard(s)	TE Page	St. Pad	DOK Level
<b>Measurement and Data</b>	<b>13</b>	Classify Objects & Sort Categories	K.MD.3	<b>318</b>		<b>1-2</b>
	<b>14</b>	Classify Objects & Sort Categories		<b>320</b>		
	<b>15</b>	Classify Objects & Sort Categories		<b>322</b>	<b>Pad G</b>	
	<b>16</b>	Classify Objects & Sort Categories		<b>324</b>	<b>Pad G</b>	
	<b>E4</b>	Classify Objects & Sort Categories		<b>326</b>	<b>Pad G</b>	
	<b>P7</b>	<b>Performance Lesson #7 – Classifying Objects (K.MD.3)</b>		<b>328</b>	<b>Pad K</b>	<b>3</b>
<b>Integrated Project #2: It's Classified</b> <i>(K.OA.3, K.OA.4, K.OA.5, K.NBT.1, K.MD.1, K.MD.2, K.MD.3)</i>				<b>335</b>	<b>Pad L</b>	<b>4</b>
<p><b>Prerequisite Domains:</b> <u><i>Working with Numbers 5 to 10 – OA Part 2, Number and Operations in Base Ten</i></u> and <u><i>Measurement and Data</i></u></p> <p><b>Product:</b> The students will each create a representation of a number between 11 and 19. As a class, you will sort and classify according to the students' number representations.</p> <p><b>Overview:</b> The students will use what they have learned about decomposing and composing numbers, classifying objects, and sorting according to categories to participate in a sorting and classifying game. Since this is a learning activity, all components will be completed in class.</p>						

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Domain	Lesson	Focus	Standard(s)	TE Page	St. Pad	DOK Level	
<b>Geometry</b> (Geometry Standards: K.G.1-K.G.6)	<b>1</b>	Naming Shapes	K.G.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	<b>350</b>		1-2	
	<b>2</b>	Describe the Position of Objects		<b>352</b>			
	<b>3</b>	Describe the Position of Objects		<b>354</b>			
	<b>4</b>	Describe the Position of Objects		<b>356</b>			
	<b>E1</b>	Evaluation – Describe the Position		<b>358</b>	Pad H		
	<b>5</b>	Naming Shapes – Triangles	K.G.2: Correctly name shapes regardless of their orientations or overall size.	<b>360</b>	Pad H	1-2	
	<b>6</b>	Naming Shapes – Rectangles		<b>362</b>	Pad H		
	<b>7</b>	Naming Shapes – Circles		<b>364</b>	Pad H		
	<b>8</b>	Naming Shapes – Squares		<b>366</b>	Pad H		
	<b>E2</b>	Evaluation – Naming Shapes		<b>368</b>	Pad H		
	<b>9</b>	Two-dimensional Shapes	K.G.3: Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	<b>370</b>		1-2	
	<b>10</b>	Two dimensional Shapes		<b>372</b>			
	<b>11</b>	Three-dimensional Shapes		<b>374</b>			
	<b>12</b>	Three-dimensional Shapes		<b>376</b>			
	<b>E3</b>	Evaluation – Two- and Three-dimensional Shapes		<b>378</b>	Pad H		
	<b>P8</b>	<b>Performance Lesson #8 – Name that Shape (K.G.1, K.G.2, K.G.3)</b>			<b>380</b>	Pad K	<b>3</b>
	<b>13</b>	Comparing Two-dimensional Shapes	K.G.4: Analyze and compare two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	<b>384</b>		1-2	
	<b>14</b>	Comparing Two-dimensional Shapes		<b>386</b>			
	<b>15</b>	Comparing Three-dimensional Shapes		<b>388</b>			
	<b>16</b>	Comparing Two- and Three-dimensional Shapes		<b>390</b>	Pad H		
	<b>E4</b>	Evaluation – Comparing Two- and Three-dimensional Shapes		<b>392</b>	Pad H		
	<b>17</b>	Model Shapes from Components	K.G.5: Model shapes in the world by building shapes from components (e.g., <i>sticks and clay balls</i> ) and drawing shapes.	<b>394</b>		1-2	
	<b>18</b>	Model Shapes from Components		<b>396</b>			
	<b>19</b>	Draw Shapes		<b>398</b>	Pad H		
<b>20</b>	Draw Shapes	<b>400</b>		Pad H			
<b>E5</b>	Evaluation – Model and Draw Shapes	<b>402</b>		Pad H			
<b>21</b>	Composing Shapes From Equilateral Triangles	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?”	<b>404</b>		1-2		
<b>22</b>	Composing Shapes From Squares		<b>406</b>				
<b>23</b>	Composing Shapes From Rhombuses		<b>408</b>				
<b>24</b>	Composing Shapes From Several Shapes	K.G.6	<b>410</b>	Pad I			
<b>E6</b>	Evaluation – Composing Shapes From Several Shapes		<b>412</b>	Pad I			

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<b>Geometry</b>	<b>25</b>	Composing Shapes From Several Shapes	K.G.6	414		1-2
	<b>26</b>	Composing Shapes From Several Shapes		416		
	<b>27</b>	Composing Shapes From Several Shapes		<b>418</b>	<b>Pad I</b>	
	<b>28</b>	Composing Shapes From Several Shapes		<b>420</b>	<b>Pad I</b>	
	<b>E7</b>	Evaluation – Composing Shapes From Several Shapes		<b>422</b>	<b>Pad I</b>	
	<b>P9</b>	<b>Performance Lesson #9 – Putting Shapes Together (K.G.4, K.G.5, K.G.6)</b>		<b>424</b>	<b>Pad K</b>	
<b>Counting to 100 – CC Part 3</b> (Counting and Cardinality Standards: K.CC.1-K.CC.2)	<b>1</b>	Count to 10	K.CC.1: Count to 100 by ones and by tens.	434		1-2
	<b>2</b>	Count to 20		436		
	<b>3</b>	Count to 50		<b>438</b>	<b>Pad I</b>	
	<b>4</b>	Count to 100		<b>440</b>	<b>Pad I</b>	
	<b>E1</b>	Evaluation – Count to 100		<b>442</b>	<b>Pad I</b>	
	<b>5</b>	Count Forward From a Given Number	K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<b>444</b>	<b>Pad I</b>	1-2
	<b>6</b>	Count Forward From a Given Number		<b>446</b>	<b>Pad I</b>	
	<b>7</b>	Count Forward From a Given Number		<b>448</b>	<b>Pad I</b>	
	<b>8</b>	Count Forward From a Given Number		<b>450</b>	<b>Pad I</b>	
	<b>E2</b>	Evaluation – Count Forward From a Given Number		<b>452</b>	<b>Pad I</b>	
<b>P10</b>	<b>Performance Lesson #10 – Counting to 100 (K.CC.1, K.CC.2)</b>		<b>454</b>	<b>Pad K</b>	<b>3</b>	
<b>Integrated Project #3: The Hundred Playground</b> (K.CC.1, K.CC.2, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6)				<b>459</b>	<b>Pad L</b>	<b>4</b>
<b>Prerequisite Domains: <u>Geometry</u> and <u>Counting to 100 – CC Part 3</u></b>						
<b>Product:</b> The students will each create a picture of a playground by arranging 100 shapes to compose the items in the playground.						
<b>Overview:</b> The students will use what they have learned about shapes, composing shapes from other shapes, and counting to 100 to create a picture of a playground. They will orally present their pictures to the class at the conclusion of the project. Since this is a learning activity, all components will be completed in class.						