

Elementary Mathematics *2014-2015*

Kindergarten



**ENVISION MATH CURRICULUM MAP
CANYONS SCHOOL DISTRICT
2014– 2015**

Curriculum Mapping Purpose

Canyons School District’s curriculum math maps are standards-based maps driven by the Utah Core State Standards and implemented using Pearson enVisionMATH ©2011 with supplemental materials from Pearson enVisionMATH ©2012 to ensure alignment to the core standards. Student achievement is increased when both teachers and students know where they are going, why they are going there, and what is required of them to get there. Additional instructional days were intentionally built into the map to allow teachers to go into more depth on concepts. Supporting resources for these additional days can be found in the General Information section.

Curriculum Maps are a tool for:

- **ALIGNMENT:** Provides support and coordination between concepts, skills, standards, curriculum, and assessments
- **COMMUNICATION:** Articulates expectations and learning goals for students
- **PLANNING:** Focuses instruction and targets critical information
- **COLLABORATION:** Promotes professionalism and fosters dialogue between colleagues about best practices pertaining to sequencing, unit emphasis and length, integration, and review strategies.
- **SCAFFOLDED INSTRUCTION AND GROUPING STRUCTURES:** The organization of a scaffolded classroom includes whole group, small group (e.g., teacher-led skill-based, cooperative learning), partner, and independent work where students are provided support towards mastery. As students assume more responsibility for the learning, gradual support is decreased in order to shift the responsibility for learning from the teacher to the students.

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Canyons School District elementary math maps are created by CSD elementary teachers and published by the CSD Office of Evidence-Based Learning.

General Information

Pacing

This curriculum map provides guidance for intertwining the Utah Core Math Standards and the enVision curriculum. Following the map will allow students to access all core standards by the end of the year. To support students' mastery of the standards, targeted standards have been identified for each domain. Attending to these targeted standards will allow teachers to focus instruction for the given topic and better assess students' understanding of each standard.

This year's map include guidance for using the 2011 enVision materials, which align with the teacher and student materials, as well as 2012 enVision digital lessons that are needed as a supplement to teach the standards not adequately represented in enVision 2011. The enVision 2012 resources can be accessed using teacher CFA accounts. These materials may be used in place of the 2011 materials.

Intentional Planning

For each domain, the map specifies both procedural checks and application tasks. These tasks represent what students should know and be able to do after instruction. Understanding these tasks will assist with designing instruction around targeted standards and critical areas.

- **Procedural Check:** The purpose of the procedural check is to identify if students have the basic procedural understanding of the mathematical concept being highlighted.
- **Application Task:** The purpose of the application task is to assess student ability to understand and apply the skill with a heightened level of depth and complexity.

Critical Areas for Conceptual Understanding

In addition to targeted standards, critical areas have been identified and are highlighted in blue within the scope and sequence of the map. Students are expected to demonstrate a conceptual understanding of these critical areas in order to be prepared for future grades.

Additional instructional days have been scheduled into the scope and sequence to provide additional time for increasing conceptual understanding of the standards. Conceptual understanding requires a focus of depth and complexity beyond the enVision lessons. The following resources may be useful for extending instruction to address depth of knowledge demands of the standards.

Online:

Illustrative Mathematics: Mathematical tasks aligned to the standards <https://www.illustrativemathematics.org>

Inside Mathematics: More mathematical tasks aligned to the standards

<http://www.insidemathematics.org/index.php/tools-for-teachers>

National Library of Virtual Manipulatives NLVM: Virtual manipulatives that support conceptual understanding <http://nlvm.usu.edu>

Illuminations: Lessons, interactives, and web links to support math instruction. <http://illuminations.nctm.org>

Print Resources:

Elementary and Middle School Mathematics: Teaching Developmentally by John A. Van De Walle

Investigations in Number, Data and Space (2004) (1998)

Common Core Lessons (CC)

Certain topics will require the use of Common Core Lessons. These lessons are available digitally and can be accessed through the enVisionMath 2011 “Teacher Resources” link. Then, click on “Transitioning to Common Core with enVisionMATH.” The lessons can also be accessed within enVisionMATH 2012 under the same title.

Assessment

Topic assessments are available digitally in the SuccessNet CFA accounts. The 2012 enVisionMath topic tests directly align to the scope and sequence outlined in the map. Additional assessments are available in both the 2011 and 2012 editions of enVisionMATH. For example, at the end of every topic, there is a skill-based check and performance task that will assess students’ procedural and conceptual understanding of the given topic.

Focused Review

It is critical to provide an ongoing review of previously taught concepts and skills. Teacher-directed, interactive reviews daily are ideal to assess student learning and inform instruction. Spiral reviews from enVisionMATH 2012 may be used to provide a cumulative review. The math block allocates 10-15 minutes for a daily, focused review.

Common Formative Assessment (CFA)

The CFA's are an informational assessment for you as a teacher. These assessments were designed to assess all depth of knowledge (DOK) levels and mastery of Utah Core Standards. They are one form of assessment and the data can be used during Instructional Problem Solving Team discussions to problem solve and inform instruction. CFAs are mandatory and should be completed within the given frame of time outlined in the curriculum map with the exception of the final CFA.

Homework

The struggle to develop new concepts should occur while the teacher is available to support and scaffold the learning and correct students' errors in thinking. Work that is sent home for students to complete should consist of concepts that have already been taught in class, been practiced, and the student can already do independently. Math homework should be used to build automaticity of skills already acquired and not for development of new skills without instruction. Practicing concepts incorrectly at home can reinforce errors in thinking and cause frustration for students and families. Practicing the skill to automaticity with homework assignments is appropriate after students have acquired the skill. *Reflex Math* is available for students in grades 2-5 and can be accessed at home as well as at school. *Reflex Math* helps students develop fluency with their basic facts in addition, subtraction multiplication and division and could be assigned as homework to support students' automaticity.

Online Supports for Unpacking the Core

For additional information about teaching math standards, please visit the following websites:

USOE Curriculum Guides <http://csdmathematics.weebly.com/usoe-elementary-curriculum-guides.html>

North Carolina <http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking>

Howard County Public Schools <https://grade4commoncoremath.wikispaces.hcpss.org> (Change grade number to match yours—
grade_commoncoremath.wikispaces.hcpss.org)




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Delware—Under assessment examples http://www.doe.k12.de.us/aab/Mathematics/assessment_tools.shtml
EngageNY—Mathematics Modules--<http://www.engageny.org/mathematics>

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Canyons School District Academic Framework to Support Effective Instruction

Response to Intervention (RtI): Multi-Tiered System of Supports (MTSS) for Academics and Behavior

Response to Intervention Multi-Tiered System of Support	(1) providing high quality core instruction (and intervention) matched to students' needs	(2) using data over time (i.e. rate of learning, level of performance, fidelity of implementation)	(3) to make important educational decisions.
			
CSD Student Achievement Principles	<ul style="list-style-type: none"> • ALL CSD students and educators are part of ONE proactive educational system. • Evidence-based instruction and interventions are aligned with rigorous content standards. 	<ul style="list-style-type: none"> • Data are used to guide instructional decisions, align curriculum horizontally and vertically, and allocate resources. • CSD educators use instructionally relevant assessments that are reliable and valid. 	<ul style="list-style-type: none"> • CSD educators problem solve collaboratively to meet student needs.
	<ul style="list-style-type: none"> • Quality professional development supports effective instruction for ALL students. • Leadership at all levels is vital. 		

Core Expectations for ALL teachers in the Classrooms and Common Areas

Standards for Instruction:	Evidence-Based Instructional Priorities:	Time Allocation for Instruction:	Teacher Learning Data:	Student Performance Data:	Collaborative Problem Solving for Instructional Improvement:
Standards clarify what we want students to be able to learn and do.	Evidence-based techniques increase student achievement and engagement.	Maintain a school culture in which instructional time is a highly valued resource.	Teacher learning and professional growth are continuously fostered through public practice and feedback.	Student academic and behavioral performance is assessed using a variety of reliable and valid methods.	Consistent use of Canyons' Problem-Solving Protocol: identify, analyze, plan, and evaluate.
Instructional content aligned with the Utah Core Standards Standards-based instruction and reporting Curriculum maps with common pacing guides Scientifically research-based programs National Educational Technology Standards (NETS) World-Class Instructional Design and Assessment (WIDA) Schoolwide Positive Behavioral Interventions and Supports (PBIS)	Classroom Positive Behavioral Interventions and Supports (PBIS) Explicit Instruction (I, We, Ya'll, You) Systematic vocabulary development Acquisition, Automaticity, Application (AAA) Scaffolded Instruction & Grouping (SIG) structures Maximizing Opportunities to Respond (OTR) Feedback cycle	Master schedule allocates adequate time for student learning and growth Classroom instructional time is maximized and aligned with the standards every day of the school year, including appropriate pacing to ensure rigor and student understanding Ensure scheduling for intervention and skill-based instruction, including English Language Development (ELD) and Special Education services	Learning walkthroughs Coaching cycles with achievement coach, new teacher coach and/or peer coaches Instructional Problem Solving Teams (IPSTs) Lesson study Video analysis Annual goal setting and documentation of progress toward goals Formalized protocols and checklists to monitor and evaluate implementation	Formative assessment practices, including: <ul style="list-style-type: none"> • Universal benchmarking and screening • Progress monitoring • Common Formative Assessments (CFAs) • Rubrics and objective trackers Summative assessment practices, including: <ul style="list-style-type: none"> • Student Learning Objectives (SLOs) • Student Assessment of Growth and Excellence (SAGE) • College- and career-readiness assessments (e.g. ACT) 	Early warning system for identification of risk (academic, behavior, and attendance) Timely and consistent review of relevant data by teams (e.g. BLT, IPST): <ul style="list-style-type: none"> • Evaluate effectiveness of instruction for all groups of students using valid and reliable data and additional assessment if needed • Determine needs for supplemental and intensive instruction
On-going, targeted professional development with coaching supports					

Evidence-Based Instructional Priorities
Applied to Math Instruction

<p>Explicit Instruction I Do - We Do - Y'all Do - You Do Model - Guide Practice – Partner - Independent</p>			
<p>Systematic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focused on critical content <input type="checkbox"/> Vocabulary routine <input type="checkbox"/> Skills, strategies, and concepts are sequenced logically <input type="checkbox"/> Break down complex skills <input type="checkbox"/> Lessons are organized and focused <input type="checkbox"/> Instructional routines are used <input type="checkbox"/> Examples and non-examples <input type="checkbox"/> Step-by-step demonstrations <input type="checkbox"/> C-R-A Model 	<p>Relentless</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adequate initial practice NOTE: Students who struggle may require 10-30 more times as many practice opportunities than their peers. <input type="checkbox"/> Distributed practice--frequent exposure to content/skill over time <input type="checkbox"/> Daily focused review <input type="checkbox"/> Daily focus on number sense and problem solving <input type="checkbox"/> Teach to mastery <input type="checkbox"/> Cumulative review periodically 	<p>Engaging</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom Positive Behavioral Interventions and Supports (PBIS) <input type="checkbox"/> Feedback Cycle <input type="checkbox"/> Scaffolded Instruction & Grouping Structures <input type="checkbox"/> Acquisition, Automaticity, Application (AAA) <input type="checkbox"/> Maximizing Opportunities to Respond (OTR) <input type="checkbox"/> Create various contexts for problem solving that students can relate to <input type="checkbox"/> Pacing 	
<p>Increasing Opportunities to Respond <i>Saying, Writing, Doing</i></p>		<p>Systematic Vocabulary Instruction Routine</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Choral Responses: give think time, use a signal for response, repeat if all students don't respond <input type="checkbox"/> Partner Sharing: Look-Lean-Whisper; Think-Pair-Share; Study-Tell-Help-Check <input type="checkbox"/> Individual Responses: give wait time, individual shares after partner discussion, Cold Call, random calling pattern <input type="checkbox"/> Math Journals: Quick Writes, vocabulary practice, draw visuals of math concepts <input type="checkbox"/> Individual White Boards: use a signal for displaying, establish a routine, provide feedback <input type="checkbox"/> Manipulatives: establish a routine, explain expectations, all students interact with materials, provide visual bridge to concept <input type="checkbox"/> Response Cards: red/green, yes/no; odd/even; +/-; </>/=; etc. <input type="checkbox"/> Action Responses: thumbs up/down; modeling operations, angles, or other math concepts, act it out, hand signals 		<ul style="list-style-type: none"> <input type="checkbox"/> Introduce the word <ul style="list-style-type: none"> • Teacher says the word and posts the word • All students repeat the word • Teacher gives a child-friendly definition • All students repeat the definition (with teacher guidance) • Repeat above steps as necessary <input type="checkbox"/> Demonstrate <ul style="list-style-type: none"> • Provide an example • Provide a non-example • Repeat above steps as necessary <input type="checkbox"/> Apply <ul style="list-style-type: none"> • Students turn to a partner and use the word in a sentence • Teacher shares a sentence using the word <input type="checkbox"/> Vocabulary Cards: Grade-level vocabulary cards available on the CSD math website; utilized during instruction and posted on Word Wall 	
<p>Feedback Cycle</p> <ul style="list-style-type: none"> <input type="checkbox"/> Corrective and Affirmative <input type="checkbox"/> Timely and Frequent <input type="checkbox"/> Specific and Reinforcing 	<p>Scaffolded instruction and Grouping</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole group, Small groups, Partners <input type="checkbox"/> Fluid and flexible <input type="checkbox"/> Skill-Based Small Group Instruction for identified skill gaps or extension 	<p>Acquisition – Automaticity – Application</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn (acquire) the skill <input type="checkbox"/> Build the skill to automaticity <input type="checkbox"/> Attend to fluency standards in the core <input type="checkbox"/> Apply the skill 	<p>Classroom PBIS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Forming clear behavior expectations <input type="checkbox"/> Explicitly teaching expectations to students <input type="checkbox"/> Reinforcing expectations with students <input type="checkbox"/> Correcting of problem behaviors in a systematic manner

Systematic Vocabulary Routine- Math

Acquisition	
<p>Introduction Phase</p> <ol style="list-style-type: none"> 1. Teacher writes/says the word. 2. Students repeat the word. 3. Multisyllabic breakdown 4. Teacher gives a student friendly definition, incorporating synonyms as appropriate. 5. Students restate definition with teacher guidance. 6. Teacher identifies any prefixes, suffixes, base/root words, origin, etc. 	<p>Teacher/Student Responsibilities</p> <p>T: The word is polygon. What word? S: polygon T: Let's clap/tap "polygon" into syllables. T & S: "pol" "y" "gon". T: How many syllables? S: 3 syllables T: A closed plane figure with three or more sides that is made up of line segments that do not cross. T & S: A closed plane figure with three or more sides that is made up of line segments that do not cross is called a _____. T: The prefix "poly" means much or many. So a polygon has not just one side, but many sides.</p>
Building Automaticity	
<p>Demonstration Phase</p> <ol style="list-style-type: none"> 7. Illustrate with examples/non-examples <ol style="list-style-type: none"> a) Concrete examples (<i>realia</i>) b) Visual representations—video, pictures, diagrams, etc. c) Physical gesture d) Verbal Examples e) Sentence Frames (ex: If I had to survive cold weather, I would need _____). 8. Check for students' understanding by discerning between examples and non-examples (repeat as necessary) 	<p>T: Look at the figures on this picture. This figure is a polygon because it is closed figure, it is made of line segments that do not cross. These figures are not polygons because they have curved lines, they are open, and some have crossed lines.</p> <p>T: (Example) Draw a polygon on the board? Ones tell your partner if this is a polygon and explain why or why not. S1: The figure is a polygon because it has line segments that are closed and they do not cross. T: (Non-example) Draw a figure that is not a polygon on the board. Twos tell your partner if this is a polygon and explain why or why not. S2: The figure is not a polygon because it is made of curved lines and it is also not closed.</p>
Application	
<p>Application Phase</p> <ol style="list-style-type: none"> 9. Deepen students' understanding by applying the word in a new context <ol style="list-style-type: none"> a) Teacher asks a deep processing question b) Students respond via a quick write and/or orally with a partner or in a small group or whole group setting. 	<ul style="list-style-type: none"> • Students use the word in a sentence. The sentence must be at least five words long. • Number 2's will say the sentence while number 1's count the words in the sentence and makes sure the sentence is a true statement. They swich and follow the same procedure.

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – *Math/Science*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> Recall, observe, & recognize facts, principles, properties Recall/ identify conversions among representations or numbers (e.g., customary and metric measures) 			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> Evaluate an expression Locate points on a grid or number on number line Solve a one-step problem Represent math relationships in words, pictures, or symbols Read, write, compare decimals in scientific notation 	<ul style="list-style-type: none"> Specify and explain relationships (e.g., non-examples/examples; cause-effect) Make and record observations Explain steps followed Summarize results or concepts Make basic inferences or logical predictions from data/observations Use models /diagrams to represent or explain mathematical concepts Make and explain estimates 	<ul style="list-style-type: none"> Use concepts to solve <u>non-routine</u> problems Explain, generalize, or connect ideas <u>using supporting evidence</u> Make <u>and justify</u> conjectures Explain thinking when more than one response is possible Explain phenomena in terms of concepts 	<ul style="list-style-type: none"> Relate mathematical or scientific concepts to other content areas, other domains, or other concepts Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> Follow simple procedures (recipe-type directions) Calculate, measure, apply a rule (e.g., rounding) Apply algorithm or formula (e.g., area, perimeter) Solve linear equations Make conversions among representations or numbers, or within and between customary and metric measures 	<ul style="list-style-type: none"> Select a procedure according to criteria and perform it Solve routine problem applying multiple concepts or decision points Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table) Construct models given criteria 	<ul style="list-style-type: none"> Design investigation for a specific purpose or research question Conduct a designed investigation Use concepts to solve non-routine problems <u>Use & show reasoning, planning, and evidence</u> Translate between problem & symbolic notation when not a direct translation 	<ul style="list-style-type: none"> Select or devise approach among many alternatives to solve a problem Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	<ul style="list-style-type: none"> Retrieve information from a table or graph to answer a question Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram) Identify a pattern/trend 	<ul style="list-style-type: none"> Categorize, classify materials, data, figures based on characteristics Organize or order data Compare/ contrast figures or data Select appropriate graph and organize & display data Interpret data from a simple graph Extend a pattern 	<ul style="list-style-type: none"> Compare information within or across data sets or texts Analyze and <u>draw conclusions from data, citing evidence</u> Generalize a pattern Interpret data from complex graph Analyze similarities/differences between procedures or solutions 	<ul style="list-style-type: none"> Analyze multiple sources of evidence analyze complex/abstract themes Gather, analyze, and evaluate information
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> <u>Cite evidence and develop a logical argument</u> for concepts or solutions Describe, compare, and contrast solution methods <u>Verify reasonableness of results</u> 	<ul style="list-style-type: none"> Gather, analyze, & evaluate information to draw conclusions Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	<ul style="list-style-type: none"> Brainstorm ideas, concepts, or perspectives related to a topic 	<ul style="list-style-type: none"> Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> Synthesize information within one data set, source, or text Formulate an original problem given a situation Develop a scientific/mathematical model for a complex situation 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Design a mathematical model to inform and solve a practical or abstract situation

Utah SAGE Elementary Mathematics Blueprints

Grade 3		
45 Operational Items		
Reporting Category	Min.	Max.
Operations and Algebraic Thinking (OA)	29%	38%
Number and Operations in Base Ten (NBT)	18%	22%
Number and Operations- Fractions (NF)	27%	31%
Measurement and Data and Geometry (MD/G)	18%	22%
DOK 1	18%	31%
DOK 2	38%	58%
DOK 3	9%	20%

Grade 5		
50 Operational Items		
Reporting Category	Min.	Max.
Operations and Algebraic Thinking (OA)	16%	20%
Number and Operations in Base Ten (NBT)	30%	36%
Number and Operations- Fractions (NF)	28%	34%
Measurement and Data and Geometry (MD/G)	18%	22%
DOK 1	16%	28%
DOK 2	50%	64%
DOK 3	10%	24%

Grade 4		
50 Operational Items		
Reporting Category	Min.	Max.
Operations and Algebraic Thinking (OA)	18%	22%
Number and Operations in Base Ten (NBT)	28%	32%
Number and Operations- Fractions (NF)	28%	32%
Measurement and Data and Geometry (MD/G)	16%	22%
DOK 1	22%	44%
DOK 2	44%	58%
DOK 3	12%	22%

Grade 6		
50 Operational Items		
Reporting Category	Min.	Max.
Ratios and Proportional Relationships (RP)	28%	32%
The Number System (NS)	18%	22%
Expressions and Equations (EE)	28%	34%
Geometry/Statistics and Probability (G/SP)	16%	20%
DOK 1	18%	32%
DOK 2	46%	62%
DOK 3	8%	20%

Note: The percentages shown represent target aggregate values; individual student experiences will vary based on the adaptive algorithm.

Disclosure: Depth of Knowledge (DOK) and Elements of Rigor are essential components of the Utah Mathematics Core Standards. As such, DOK and Elements of Rigor are integrated into the Student Assessment of Growth and Excellence (SAGE) assessment items. All students will see a variety of DOK and Elements of Rigor on the SAGE summative assessment. For more information about DOK and Elements of Rigor please see: <http://www.schools.utah.gov/assessment/Criterion-Referenced-Tests/Math.aspx>

The Utah Core Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important processes and proficiencies with longstanding importance in mathematics education.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

“The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices” (CCSS, 2010).

Kindergarten Utah State Core Math Standards At-a-Glance

Kindergarten Overview

Counting and Cardinality (K.CC)

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking (K.OA)

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten (K.NBT)

- Work with numbers 11–19 to gain foundations for place value.

Measurement and Data (K.MD)

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry (K.G)

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Two Critical Areas

In Kindergarten, instructional time should focus on two critical areas:

- representing, relating, and operating on whole numbers*, initially with sets of objects;
- describing shapes and space.
- More learning time in Kindergarten should be devoted to number than to other topics.

Common Core Practice Standards

Overarching habits of mind of a productive mathematical thinker

1. Make sense of problems and persevere in solving them
6. Attend to precision

Reasoning and explaining

2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others

Modeling and using tools

4. Model with mathematics
5. Use appropriate tools strategically

Seeing structure and generalizing

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

Grade K Overview

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 1–19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

MATHEMATICAL PRACTICES

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Counting and Cardinality**K.CC****Know number names and the count sequence.**

- Count to 100 by ones and by tens.
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- 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).

Count to tell the number of objects.

- Understand the relationship between numbers and quantities; connect counting to cardinality.
 - 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.
 - 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.
 - Understand that each successive number name refers to a quantity that is one larger.
- 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.
- Compare numbers.
- 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.¹
- Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking**K.OA****Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

- Represent addition and subtraction with objects, fingers, mental images, drawing², sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- 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 $5 = 4 + 1$).
- 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.
- Fluently add and subtract within 5.

¹ Include groups with up to ten objects.

² Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

Number and Operations in Base Ten**K.NBT****Work with numbers 11–19 to gain foundations for place value.**

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.

Measurement and Data**K.MD****Describe and compare measurable attributes.**

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
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.*

Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.³

Geometry**K.G****Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**

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*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Analyze, compare, create, and compose shapes.

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).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

³ Limit category counts to be less than or equal to 10.

Kindergarten
I-CANyons Report Card Standards

Counting and Cardinality

- Count to 100 by ones and tens K.CC.1&2
- Represent and write numbers from 0-20 K.CC.3
- Count to tell the number of objects K.CC.4&5
- Compare numbers between 1 and 10 K.CC.6&7

Operations and Algebraic Thinking

- Understand addition with objects, drawings, and equations K.OA.1&3
- Understand subtraction with objects, drawings, and equations K.OA.1&3
- Solve addition and subtraction word problems using objects and drawings K.OA.2
- Combine two numbers to make 10 K.OA.4
- Fluently add within 5 K.OA.5
- Fluently subtract within 5 K.OA.5

Numbers and Operations Base Ten

- Make or break apart numbers from 11-19 into tens and ones K.NBT.1

Measurement and Data

- Describe and compare characteristics of objects K.MD.1&2
- Classify, count, and sort objects into categories K.MD.3

Geometry

- Name shapes and identify its position K.G.1&2
- Identify and compare 2D and 3D shapes K.G.3&4
- Build and draw shapes K.G.5&6

Kindergarten Year-at-a-Glance 2014-2015

Month	Math Topics	TOPICS from enVision 2011	TOPICS from enVision 2012	CFA Assessment Dates
August 25- October 31 (44 days)	• One to Five	Topic 4	Topic 1	Due by October 31 st
	• Comparing and Ordering Numbers 0 to 5	Topic 4	Topic 2	
	• Six to Ten	Topic 5	Topic 3	
	• Comparing and Ordering Numbers 0 to 10	Topic 12	Topic 4	
	• Numbers to 20	Topic 12	Topic 5	
November 3- January 16 (41 days)	• Numbers to 100	Topic 12	Topic 6	Due by January 16 th
	• Understanding Addition	Topic 10	Topic 7	
	• Understanding Subtraction	Topic 11	Topic 8	
January 20- April 3 (50 days)	• Composing and Decomposing Numbers to 10	Topic 4	Topic 9	Due by April 3 rd
	• Composing Numbers 11 to 19	Topic 5	Topic 10	
	• Decomposing Numbers 11 to 19	Topic 5	Topic 11	
	• Measurement	Topic 9	Topic 12	
	• Sorting, Classifying, Counting and Categorizing Data	Topic 1	Topic 13	
April 13- June 5 (38 days)	• Identifying and Describing Shapes	Topic 7	Topic 14	Due by June 5 th
	• Position and Location of Shapes	Topic 2	Topic 15	
	• Analyzing, Comparing and Composing Shapes	Topic 7	Topic 16	

CSD Kindergarten ½ Day Math Block 45 Minutes Daily

Standards for Mathematical Practice			
<ul style="list-style-type: none"> ✓ Make sense of problems and persevere in solving them ✓ Reason and abstract quantitatively ✓ Construct viable arguments and critique the reasoning of others ✓ Model with mathematics 		<ul style="list-style-type: none"> ✓ Use appropriate tools strategically ✓ Attend to precision ✓ Look for and make use of structure ✓ Look for and express regularity in repeated reasoning 	
Numeracy Component	Range of Time	Focus of Instruction	Instructional Materials
Whole Group Time Review or Preteach	5 minutes	<ul style="list-style-type: none"> • Review • Pre-teach upcoming concepts 	Check for Understanding (Assessment) • Monitor progress towards mastery of grade-level core standards
Whole Group Time Vocabulary and Fluency Practice	5 minutes	<ul style="list-style-type: none"> • Teach Appropriate Vocabulary • Build Fluency with math facts and computation 	
Lesson Objectives	1-3 minutes	<ul style="list-style-type: none"> • Content Objectives- What are students going to learn? • Language Objectives- how will students demonstrate understanding? 	
Table Time Concept/Skill Development and Application	15 - 20 minutes	Develop the Concept: <u>Concrete:</u> Hands-on during <u>Representational:</u> Visual <u>Abstract:</u> Symbolic	
Small Group Time Independent Practice and/or Small Group: Reteach or Extend	15 - 20 minutes	<ul style="list-style-type: none"> • Reteach with small groups of students who need extra support/scaffolding • Students practice concept independently as appropriate • Provide extension opportunities based on that concept/skill for students who have shown mastery of the concept/skill 	
Additional Independent Practice and/or Small Group Time: Reteach or Extend			
Oral Language Block Independent Practice and/or Extend	30 minutes	<ul style="list-style-type: none"> • Vocabulary is experienced through adult/child interactions and engagement with materials • Students choose to practice independently through authentic engagement with materials in Work Areas 	<ul style="list-style-type: none"> • Manipulatives in Math Area • Math Area: engagement with materials for independent practice • Problem solving, practice, differentiation
Flex Time Independent Practice and/or Small Group: Reteach or Extend	20 minutes	<ul style="list-style-type: none"> • Reteach with small groups of students who need extra support/scaffolding • Students practice concept independently as appropriate • Provide extension opportunities based on that concept/skill for students who have shown mastery of the concept/skill 	<ul style="list-style-type: none"> • Problems from Independent Practice and Problem Solving • Practice, Reteach, and Enrichment pages • Differentiated Center materials • Math Diagnosis and Intervention System

(**Bolded** items should be part of a daily math lesson.)

CSD Kindergarten Full Day Math Block 70 Minutes Daily

Standards for Mathematical Practice			
<ul style="list-style-type: none"> ✓ Make sense of problems and persevere in solving them ✓ Reason and abstract quantitatively ✓ Construct viable arguments and critique the reasoning of others ✓ Model with mathematics 		<ul style="list-style-type: none"> ✓ Use appropriate tools strategically ✓ Attend to precision ✓ Look for and make use of structure ✓ Look for and express regularity in repeated reasoning 	
Numeracy Component	Range of Time	Focus of Instruction	Instructional Materials
Whole Group Time Review or Preteach	5 - 10 minutes	<ul style="list-style-type: none"> • Review • Pre-teach upcoming concepts 	Check for Understanding (Assessment) • Monitor progress towards mastery of grade-level core standards
Whole Group Time Vocabulary and Fluency Practice	10 – 15 minutes	<ul style="list-style-type: none"> • Teach Appropriate Vocabulary • Build Fluency with math facts and computation 	
Lesson Objectives	1-3 minutes	<ul style="list-style-type: none"> • Content Objectives- What are students going to learn? • Language Objectives- how will students demonstrate understanding? 	
Table Time Concept/Skill Development and Application	20 - 30 minutes	Develop the Concept: <u>Concrete:</u> Hands-on during <u>Representational:</u> Visual <u>Abstract:</u> Symbolic	
Small Group Time Independent Practice and/or Small Group: Reteach or Extend	15 - 20 minutes	<ul style="list-style-type: none"> • Reteach with small groups of students who need extra support/scaffolding • Students practice concept independently as appropriate • Provide extension opportunities based on that concept/skill for students who have shown mastery of the concept/skill 	
Additional Independent Practice and/or Small Group Time: Reteach or Extend			
Oral Language Block Independent Practice and/or Extend	65 minutes	<ul style="list-style-type: none"> • Vocabulary is experienced through adult/child interactions and engagement with materials • Students choose to practice independently through authentic engagement with materials in Work Areas 	<ul style="list-style-type: none"> • Manipulatives in Math Area • Math Area: engagement with materials for independent practice • Problem solving, practice, differentiation
Flex Time Independent Practice and/or Small Group: Reteach or Extend	30 minutes	<ul style="list-style-type: none"> • Reteach with small groups of students who need extra support/scaffolding • Students practice concept independently as appropriate • Provide extension opportunities based on that concept/skill for students who have shown mastery of the concept/skill 	<ul style="list-style-type: none"> • Problems from Independent Practice and Problem Solving • Practice, Reteach, and Enrichment pages • Differentiated Center materials • Math Diagnosis and Intervention System

(**Bolded** items should be part of a daily math lesson.)

CFA 1: August 25-October 31

Kindergarten
Flexible Pacing: 44 days

Domain: Counting and Cardinality
One to Five

Report Card Learning Targets		
I can....		
<ul style="list-style-type: none"> • Represent and write numbers from 0-20 • Count to tell the number of objects 		
Assessment Tasks		
	Skill-Based Check	Performance Task
K.CC.3	Students will count sets of objects, identify the quantity, and associate a numeral card with the set. Students will begin at one and write the numbers 1-5 in sequential order. (DOK 1)	Students are given several sets of random quantities from 1- 5. Students are asked to identify the quantity of each set and match a numeral card to show the value of each set. Students are given a 5-grid to write the numerals 1-5 in sequential order. (DOK 1)
K.CC.4	Place a set of objects in front of the student. Ask them to count and tell you how many. Have the student make a group of 2. Then add one more and tell you how many. Repeat with sets of 3 – 5. (DOK 1)	I have this many erasers in my pocket. Please count and tell me how many erasers I have. (Teacher places 8 erasers before the students.) Sara needs to borrow 5 erasers. Count out 5 erasers for me to give to her. (DOK 1)
K.CC.5	Teacher provides students with concrete and/or pictorial objects to find “how many” in a given set from 1-5. Teacher provides students with concrete and/or pictorial objects arranged in a line, rectangular array or circle from 1- 5 in a given set. (DOK 1)	Student uses counting strategies to find “how many” concrete objects in a given set from 1-5. Students are given pictorial representation of objects from 1- 5 arranged in a line, rectangular array. Student’s use practiced counting strategies to find “how many” in a given set. (DOK 1)

	Domain – Counting and Cardinality	Curriculum Supports	Vocabulary
<p>K.CC.3</p> <p>K.CC.4</p> <p>K.CC.5</p>	<p>Know number names and the count sequence. 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).</p> <p>Count to tell the number of objects. 4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. 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.</p> <p>b. 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.</p> <p>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.</p>	<p>enVision 2011</p> <p>Topic 4 - Zero to Five 4-1 Counting 1,2, & 3 CC-4-2A Counting 1,2,3 in Different Arrangements 4-2 Reading and Writing 1,2, and 3 4-3 Counting 4 & 5 CC-4-4A Counting 4 & 5 in Different Arrangements 4-4 Reading and Writing 4 & 5</p> <p>*** enVision 2012 Topic 1 One to Five 1-7 Problem Solving: Use Objects</p> <p>enVision 2012 – Topic 1 One to Five</p> <p>Lessons</p> <p>1-1 Counting 1, 2, and 3 3A 1-2 Counting 1, 2, and 3 in Different Arrangements 5A 1-3 Reading and Writing 1, 2, and 3 7A 1-4 Counting 4 and 5 9A 1-5 Counting 4 and 5 in Different Arrangements 11A 1-6 Reading and Writing 4 and 5 13A 1-7 Problem Solving Use Objects 15A</p>	<p>K.CC.3</p> <p>set, numeral, number, number names zero to twenty, quantity, order</p> <p>K.CC.4</p> <p>numeral, number, number names, "how many," count, "one more," quantity, set, objects</p> <p>K.CC.5</p> <p>count, set, objects, array, number line, scattered, how many, order</p>

	Additional Assessment Options	<ul style="list-style-type: none">• Topic 1 Test- One to Five (enVision 2012) from your CFA account will match the concepts you have taught.• Performance Assessment- One to Five (enVision 2012) Found at the end of each topic in the Common Core edition and would be administered paper-pencil.	
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Domain: Counting and Cardinality
Comparing and Ordering 0 to 5

Report Card Learning Targets	
<p>I can....</p> <ul style="list-style-type: none"> • Represent and write numbers from 0-20 • Count to tell the number of objects • Compare numbers between 1 and 10 	
Assessment Tasks	
Skill-Based Check	Performance Task
<p>K.CC.3 Students will count sets of objects, identify the quantity, and associate a numeral card with the set. Students will begin at one and write the numbers 0-5 in sequential order. (DOK 2)</p>	<p>Give the student a set of 4 objects in a scattered arrangement. Say: <i>How many do you think there are? Now count to see how many there are. How many are there? Write the number on this piece of paper.</i> Repeat with 0- 5 objects in a scattered arrangement. (DOK 2)</p>
<p>K.CC.4 Place a set of objects in front of the student. Ask them to count and tell you how many. Have the student make a group of 4. Then add one more and tell you how many. Repeat with set of 5. (DOK 1)</p>	<p>Give student a set of 3 cubes to count. Say: <i>Count to see how many you have. Add 1 more cube to the set. Ask: How many do I have now?</i> Add 1 more. Ask: <i>How many now?</i> (DOK 1)</p>
<p>K.CC.5 Teacher provides students with concrete and/or pictorial objects to find “how many” in a given set from 0-5. Teacher provides students with concrete and/or pictorial objects arranged in a line, rectangular array or circle from 0- 5 in a given set.(DOK 1)</p>	<p>Use the same collection of 5 objects and scatter them on the table in front of the student. Say: <i>How many do you think there are? Count to see how many. How many are there?</i> (DOK 1)</p>
<p>K.CC.6 <i>There are some green cubes in this set and some yellow cubes in this set. Find how many green cubes there are? Find out how many yellow cubes there are?</i> (DOK 1)</p>	<p>Give the student a set of 4 green cubes and a set of 3 yellow cubes. Ask: <i>There are some green cubes in this set and some yellow cubes in this set. How many green cubes are there? How many yellow cubes are there? Which set has fewer or is there same amount of cubes in each set? How do you know?(DOK 3)</i></p>

	Domain – Counting and Cardinality	Curriculum Supports	Vocabulary																				
K.CC.3	<p>Know number names and the count sequence. 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).</p>	<p>enVision 2011 Topic 4 Comparing and Ordering 0 to 4-7 More, Fewer, and Same As 4-8 1 and 2 More 4-9 1 and 2 Fewer</p>	<p><u>K.CC.3</u> set, numeral, number, number names zero to twenty, quantity, order</p>																				
K.CC.4	<p>Count to tell the number of objects. 4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. 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. b. 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.</p>	<p>***2012 Envision Topic 2 Comparing and Ordering 0 to 5 2-4 The Number 0 2-5 Reading and Writing the Number 0 2-6 As Many, More, and Fewer 2-7 Ordering Numbers 0 to 5 2-8 Ordinal Numbers Through Fifth 2-9 Problem Solving: Use Objects</p>	<p><u>K.CC.4</u> numeral, number, number names, “how many,” count, “one more,” quantity, set, objects</p>																				
K.CC.5	<p>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.</p> <p>Compare numbers.</p>	<p>enVision 2012 – Topic 2 Comparing and Ordering 0 to 5</p> <table border="1"> <thead> <tr> <th colspan="2">Lessons</th> </tr> </thead> <tbody> <tr> <td>2-1</td> <td>More, Fewer, and Same As 23A</td> </tr> <tr> <td>2-2</td> <td>1 and 2 More 25A</td> </tr> <tr> <td>2-3</td> <td>1 and 2 Fewer 27A</td> </tr> <tr> <td>2-4</td> <td>The Number 0 29A</td> </tr> <tr> <td>2-5</td> <td>Reading and Writing 0 31A</td> </tr> <tr> <td>2-6</td> <td>As Many, More, and Fewer 33A</td> </tr> <tr> <td>2-7</td> <td>Ordering Numbers 0 to 5 35A</td> </tr> <tr> <td>2-8</td> <td>Ordinal Numbers Through Fifth 37A</td> </tr> <tr> <td>2-9</td> <td>Problem Solving Use Objects 39A</td> </tr> </tbody> </table>	Lessons		2-1	More, Fewer, and Same As 23A	2-2	1 and 2 More 25A	2-3	1 and 2 Fewer 27A	2-4	The Number 0 29A	2-5	Reading and Writing 0 31A	2-6	As Many, More, and Fewer 33A	2-7	Ordering Numbers 0 to 5 35A	2-8	Ordinal Numbers Through Fifth 37A	2-9	Problem Solving Use Objects 39A	<p><u>K.CC.5</u> count, set, objects, array, number line, scattered, how many, order</p>
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K.CC.6	<p>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.¹</p>		<p><u>K.CC.6</u> more, less, fewer, same, equal, greater than, less than, most, least</p>																				

Additional Assessment Options

- **Topic 2 Test- Comparing and Ordering 0 to 5** (enVision 2012) from your CFA account will match the concepts you have taught.
- **Performance Assessment Comparing and Ordering 0 to 5** (enVision 2012) Found at the end of each topic in the Common Core edition and would be administered paper-pencil.

Domain: Counting and Cardinality
Six to Ten

Report Card Learning Targets I can....		
<ul style="list-style-type: none"> • Represent and write numbers from 0-20 • Count to tell the number of objects 		
Assessment Tasks		
	Skill-Based Check	Performance Task
K.CC.3	<p>Students will count sets of objects, identify the quantity, and associate a numeral card with the set. Students will begin at one and write the numbers 6-10 in sequential order.</p> <p>(DOK 2)</p>	<p>Give the student a set of 6 objects in a scattered arrangement. Say: <i>How many do you think there are? Now count to see how many there are. How many are there? Write the number on this piece of paper.</i> Repeat with 7 - 10 objects in a scattered arrangement.</p> <p>(DOK 3)</p>
K.CC.4	<p>Place a set of objects in front of the student. Ask them to count and tell you how many. Have the student make a group of 6. Then add one more and tell you how many. Repeat with sets of 6 - 10.</p> <p>(DOK 2)</p>	<p>Give student a set of 6 cubes to count. Say: <i>Count to see how many you have. Add 1 more cube to the set. Ask: How many do I have now? Add 1 more. Ask: How many now? Continue until there are 10 cubes.</i></p> <p>(DOK 2)</p>
K.CC.5	<p>Teacher provides students with concrete and/or pictorial objects to find "how many" in a given set from 6 - 10. Teacher provides students with concrete and/or pictorial objects arranged in a line, rectangular array or circle from 6-10 in a given set.</p> <p>(DOK 2)</p>	<p>Use the same collection of 6 objects and scatter them on the table in front of the student. Say: <i>How many do you think there are? Count to see how many. How many are there?</i> Repeat with a set of up to 10 objects scattered on the table. Say: <i>How many do you think there are? Count to see how many. How many are there?</i></p> <p>(DOK 2)</p>

	Domain – Counting and Cardinality	Curriculum Supports	Vocabulary																
<p>K.CC.3</p> <p>Know number names and the count sequence. 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).</p> <p>K.CC.4</p> <p>Count to tell the number of objects. 4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p style="padding-left: 40px;">a. 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.</p> <p style="padding-left: 40px;">b. 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.</p> <p style="padding-left: 40px;">c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5</p> <p>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.</p>		<p style="text-align: center;">enVision 2011</p> <p>Topic 5 Six to Ten 5-1 Counting 6 & 7 5-3 Reading and Writing 6 & 7 CC-5-4A Writing Number Sentences for 6 & 7 5-4 Counting 8 & 9 5-6 Reading and Writing 8 & 9 CC-5-7-A Writing Number Sentences for 8 & 9 5-7 Counting to 10 5-9 Reading and Writing 10</p> <p>*** enVision 2012 Topic 3 Six to Ten 3-7 Problem Solving: Look for a Pattern</p> <p>enVision 2012 – Topic 3: Six to Ten</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #e0f2f1;">Lessons</th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">3-1</td> <td style="font-size: small;">Counting 6 and 7 47A</td> </tr> <tr> <td style="font-size: small;">3-2</td> <td style="font-size: small;">Reading and Writing 6 and 7 49A</td> </tr> <tr> <td style="font-size: small;">3-3</td> <td style="font-size: small;">Counting 8 and 9 51A</td> </tr> <tr> <td style="font-size: small;">3-4</td> <td style="font-size: small;">Reading and Writing 8 and 9 53A</td> </tr> <tr> <td style="font-size: small;">3-5</td> <td style="font-size: small;">Counting 10 55A</td> </tr> <tr> <td style="font-size: small;">3-6</td> <td style="font-size: small;">Reading and Writing 10 57A</td> </tr> <tr> <td style="font-size: small;">3-7</td> <td style="font-size: small;"> Problem Solving Look for a Pattern 59A </td> </tr> </tbody> </table>	Lessons		3-1	Counting 6 and 7 47A	3-2	Reading and Writing 6 and 7 49A	3-3	Counting 8 and 9 51A	3-4	Reading and Writing 8 and 9 53A	3-5	Counting 10 55A	3-6	Reading and Writing 10 57A	3-7	Problem Solving Look for a Pattern 59A	<p style="text-align: center;"><u>K.CC.3</u></p> <p>set, numeral, number, number names zero to twenty, quantity, order</p> <p style="text-align: center;"><u>K.CC.4</u></p> <p>numeral, number, number names, "how many," count, "one more," quantity, set, objects</p> <p style="text-align: center;"><u>K.CC.5</u></p> <p>count, set, objects, array, number line, scattered, how many, order</p>
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Additional Assessment Options

- **Topic 3: Six to Ten** (enVision 2012) from your CFA account will match the concepts you have taught.
- **Performance Assessment- Topic 3 Six to Ten** (enVision 2012) Found at the end of each topic in the Common Core edition and would be administered paper-pencil.

CFA 1: August 25-October 31

Kindergarten
Flexible Pacing: 44 days

Domain: Counting and Cardinality
Comparing Numbers 0 to 10

Report Card Learning Targets		
I can....		
Count to 100 by ones and tens		
Count to tell the number of objects		
Assessment Tasks		
	Skill-Based Check	Performance Task
K.CC.2	Have the student orally count from a given number (e.g., “Start at six and count until I tell you to stop”). Have the student stop at 10. Have the student orally count from a given number (e.g., “Start at 3 and count until I tell you to stop”). (DOK 2)	Lisa has 4 shirts. She bought 6 more. Count on to see how many shirts she has now. Draw a picture and show me how many she has now. (DOK 2)
K.CC.4 c	Place a set of objects in front of the student. Ask them to count and tell you how many. Have the student make a group of 10. Then add one more and tell you how many. (DOK 1)	I have this many pennies in my pocket. Please count and tell me how many pennies I have. (Teacher places 10 pennies before the students.) Mr. Lincoln needs to borrow 10 erasers. Count out 10 erasers for me to give to him. (DOK 1)
K.CC.6	Show the students two groups of cubes and have them identify which group has more and which group has less. Show students a pictograph and have them identify which group has greater, which group has fewer, and which groups are the same. (DOK 2)	Jim has 3 dogs. Marci has 2 dogs. Who has the most dogs? Use a picture or number sentence to show how you came up with the answer. Hyrum has 7 gumballs. Lucy has 6. Mario has 7. Which students have the same number of gumballs? Justify your answer with a picture, with objects, or in writing. Janice ate 4 cookies. Sasha ate 9 cookies. Which child ate fewer cookies? Show how you came up with your answer using objects, a picture, or writing. (DOK 2)

<p>K.CC.7</p> <p>OA.1</p>	<p>written numerals.</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings*, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>	<p>enVision 2012 – Topic 4: Comparing Numbers Through Ten</p> <p>Lessons</p> <p>4-1 Comparing Numbers Through 1067A</p> <p>4-2 Comparing Numbers to 5.....69A</p> <p>4-3 Comparing Numbers to 10.....71A</p> <p>4-4 1 More73A</p> <p>4-5 1 Fewer75A</p> <p>4-6 2 More77A</p> <p>4-7 2 Fewer79A</p> <p>4-8 Ordering Numbers Through 1081A</p> <p>4-9 Ordering Numbers on a Number Line83A</p> <p>4-10 Problem Solving Use Objects85A</p>	<p>less, compare, sets, greater than, less than, more, less</p> <p><u>K.CC.7</u></p> <p>numeral, identify, visually, symbol, more, less, compare, sets, greater than, less than, more, less</p> <p><u>K.OA.1</u></p> <p>join, add, addend, addition, equal to, equation, expression, subtract, sum, difference, plus, minus, separate, combine, put together, total, take away, compare, take apart</p>
	<p>Additional Assessment Options</p>	<ul style="list-style-type: none"> • Topic 4: Comparing Numbers Through Ten (enVision 2012) from your CFA account will match the concepts you have taught. • Performance Assessment- Topic 4 Comparing Numbers Through Ten (enVision 2012) Found at the end of each topic in the Common Core edition and would be administered paper-pencil. 	

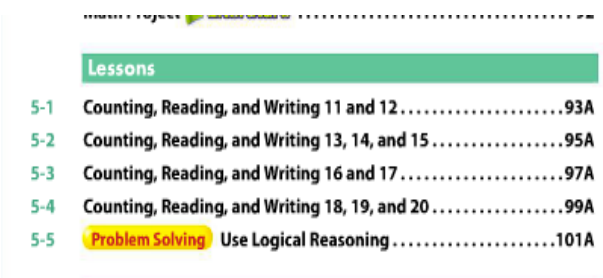
CFA 1: August 25-October 31

Kindergarten
Flexible Pacing: 44 days

Domain: Counting and Cardinality & Numbers and Operations Base Ten
Numbers to 20

I Can...		
<ul style="list-style-type: none"> Count to 100 by ones and tens Represent and write numbers from 0-20 Count to tell the number of objects Make or break apart numbers from 11-19 into tens and ones 		
Assessment Tasks		
	Skill-Based Check	Performance Task
K.CC.2	Have the student orally count from a given number (e.g., "Start at six and count until I tell you to stop"). Count up to 20. (DOK 1)	Kwan had 11 marbles. On his birthday his brother gave him 5 more. Count on to determine how many marbles Kwan has all together. Draw me a picture of how many marbles Kwan has in all. (DOK 2)
K.CC.3	Students will count sets of objects, identify the quantity, and associate a numeral card with the set. Students will begin at zero and write the numbers 0-20 in sequential order. (DOK 1)	Students are given several sets of random quantities from 0- 20. Students are asked to identify the quantity of each set and match a numeral card to show the value of each set. Students are given a 21-grid to write the numerals 0-20 in sequential order. (DOK 2)
K.CC.4b	Place a set of objects in front of the student. Ask them to count and tell you how many. Have the student make a group of 20. Then add one more and tell you how many. (DOK 1)	Give student a set of 11 cubes to count. Say: <i>Count to see how many you have.</i> Add 1 more cube to the set. Ask: <i>How many do I have now?</i> Add 1 more. Ask: <i>How many now?</i> Continue until there are 20 cubes. (DOK 1)

<p>K.NBT.1</p>	<p>Students will correctly model the numbers 11-19 using objects and pictorial representations. Students will write an equation for a given number from 11-19. Students will be able to count from 1-19. (DOK 2)</p>	<p>Draw a circle around ten Xs. Write the total number of Xs.</p> <pre> x x x x x x x x x x x x x x x x </pre> <p>Notice how the student counts, circles, and writes the number. Does the student correctly circle a group of ten Xs? Does the student write the correct number? Does the student find the total by (1) counting by ones, (2) counting on from ten (10, 11, 12, ...), (3) counting the four "extras" and writing 14, or (4) writing 14 by visualizing 10 and 4 (no counting)?</p> <p>Sue has 16 teddy bears. Draw a picture to represent the number 16. Circle the group of 10. Write an equation representing your picture.</p> <p>Randy has 13 cars. Show the number of cars Randy has using the base ten blocks.</p>	<p>(DOK 2)</p>
<p>Domains – Counting and Cardinality & Numbers & Operations Base Ten</p>		<p>Curriculum Supports</p>	<p>Vocabulary</p>
<p>K.CC.2</p>	<p>Know number names and the count sequence. 2. Count forward from a given number within the known sequence instead of having to begin at 1.</p>	<p>enVision 2011 Topic 12 Larger Numbers 12-1 Counting, Reading and Writing 11 & 12 12-2 Counting, Reading and Writing 13 & 14 & 15 12-3 Counting, Reading and Writing 16 & 17 12-4 Counting Reading, and Writing 18, 19, & 20</p>	<p><u>K.CC.2</u> count, number names from 1-100, counting on, order, ones, before, after, in all, how many</p>
<p>K.CC.3</p>	<p>Know number names and the count sequence. 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).</p>	<p>***enVision 2012 Topic 5 Numbers to 20 5-5 Problem Solving: Use Logical Reasoning</p>	<p><u>K.CC.3</u> set, numeral, number, number names zero to twenty, quantity, order</p>
<p>K.CC4b</p>	<p>Count to tell the number of objects. 4. Understand the relationship between numbers and quantities; connect counting to cardinality. b. 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.</p>		
<p>K.NBT.1</p>	<p>Work with numbers 11–19 to gain foundations for place value. 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</p>		<p><u>K.CC4</u> numeral, number,</p>

	<p>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.</p>	<p>enVision 2012 Topic 5 Numbers to 20</p>  <p>The screenshot shows a table of contents for 'enVision 2012 Topic 5 Numbers to 20'. It lists five lessons: 5-1 (Counting, Reading, and Writing 11 and 12, page 93A), 5-2 (Counting, Reading, and Writing 13, 14, and 15, page 95A), 5-3 (Counting, Reading, and Writing 16 and 17, page 97A), 5-4 (Counting, Reading, and Writing 18, 19, and 20, page 99A), and 5-5 (Problem Solving Use Logical Reasoning, page 101A). The 'Problem Solving' label is highlighted in yellow.</p>	<p>number names, “how many,” count, “one more,” quantity, set, object</p> <p><u>K.NBT.1</u></p> <p>place value, tens, ones, digits, number, decompose, compose, equation, equal, plus, number words 1-19, grouping</p>
	<p>Additional Assessment Options</p>	<ul style="list-style-type: none"> • Topic 5: Numbers to 20 (enVision 2012) from your CFA account will match the concepts you have taught. • Performance Assessment- Topic 5 Numbers to 20 (enVision 2012) Found at the end of each topic in the Common Core edition and would be administered paper-pencil. 	

Domain: Counting and Cardinality
Numbers to 100

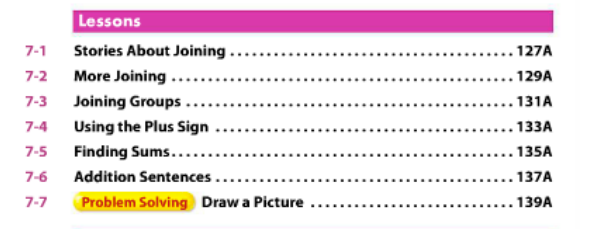
Report Card Learning Targets I can....		
Assessment Tasks		
	Skill-Based Check	Performance Task
K.CC.1	Count by ones in sequential order from 1 to 100. Count by tens in order to 100. (DOK 1)	Beginning with one, count as far as you can count. Count to 100 by tens. (DOK 1)
K.CC.2	Have the student orally count from a given number (e.g., "Start at 10 and count until I tell you to stop"). Count up to 45. (DOK 1)	Susan has 11 books. On her birthday she got 5 more. Count on to determine how many books Susan has all together. Draw a picture or represent with an equation how many Susan has in all. (DOK 2)
K.CC.4b	Place a set of objects in front of the student. Ask them to count and tell you how many. Have the student make a group of 30. Then add one more and tell you how many. (DOK 1)	Give student a set of 11 cubes to count. Say: <i>Count to see how many you have.</i> Add 1 more cube to the set. Ask: <i>How many do I have now?</i> Add 1 more. Ask: <i>How many now?</i> Continue until there are 30 cubes. (DOK 1)
K.CC.4c	Place a set of 10 (Total of 30) objects in front of the student. Ask them to count and tell you how many. Have the student make a group of 10. Then add one more set of 10, ask the student to count them and tell you how many? Add one more set of 10, have the student count them and ask how many? Now count each group by tens. Ten, twenty, thirty). (DOK 2)	Give student a set of 50 cubes to count. Say: <i>Count to see how many groups of 10 you can make?</i> Ask: <i>Count by tens to find out how many cubes in all? How many groups of 10 did you make?</i> (DOK 2)

K.CC.5	Teacher provides students with concrete and/or pictorial objects arranged in a line, rectangular array or circle from 11-20 in a given set. Student will count “how many”. (DOK 2)	Show the student the student a number 11- 20. Say: <i>Look at the number and count out</i> (or draw or use stickers or stamps) <i>to show the number you see.</i> (DOK 1)	
Domain: Counting and Cardinality		Curriculum Supports	Vocabulary
K.CC.1	<p>Know number names and the count sequence.</p> <p>1. Count to 100 by ones and by tens.</p> <p>Know number names and the count sequence.</p>	<p>enVision 2011</p> <p>Topic 12 Larger Numbers</p> <p>12-6 Counting to 100</p> <p>12-7 Counting Groups of 10</p> <p>12-8 Patterns on a Hundred Chart</p>	<p><u>K.CC.1</u></p> <p>count, ones, tens, order, number names from one to 100</p>
K.CC.2	<p>2. Count forward from a given number within the known sequence instead of having to begin at 1.</p>	<p>****enVision 2012</p> <p>Topic 6 Numbers to 100</p> <p>6-1 Counting to 30</p> <p>6-2 About How Many?</p>	<p><u>K.CC.2</u></p> <p>count, number names from 1-100,</p>
K.CC.4	<p>Count to tell the number of objects.</p> <p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p>	<p>6-6 Problem Solving: Looking for Patterns</p> <p>enVision 2012-</p> <p>Topic 6 Numbers to 100</p>	<p>counting on, order, ones, before, after, in all, how many</p>
	<p>b. 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.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p>	<p>Lessons</p> <p>6-1 Counting to 30109A</p> <p>6-2 About How Many?111A</p> <p>6-3 Counting to 100113A</p> <p>6-4 Counting Groups of Ten115A</p> <p>6-5 Patterns on a Hundred Chart117A</p> <p>6-6 Problem Solving Look for a Pattern119A</p>	<p><u>K.CC4</u></p> <p>numeral, number, number names, “how many,” count, “one more,” quantity, set, object</p>
K.CC.5	<p>Count to tell the number of objects.</p> <p>5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a</p>		

	<p>circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>		<p><u>K.CC.5</u> count, set, objects, array, number line, scattered, how many, order</p>
	<p>Additional Assessment Options</p>	<ul style="list-style-type: none"> • Topic 6 Test- Numbers to 100 enVision 2012) from your CFA account will match the concepts you have taught. • Performance Assessment- Topic 6 Numbers to 100 (enVision 2012) Found at the end of each topic in the Common Core edition and would be administered paper-pencil. 	

Domain: Operations and Algebraic Thinking
Understanding Addition

Report Card Learning Targets			
I can....			
<ul style="list-style-type: none"> • Understand addition with objects, drawings, and equations • Solve addition and subtraction word problems using objects and drawings • Fluently add within 5 			
Assessment Tasks			
	Skill-Based Check	Performance Task	
K.OA.1	Teacher distributes linking cubes to students. Teacher reads an addition story problem and has students act out the problem using the linking cubes. (DOK 1)	Students create their own addition or subtraction story problem using objects, fingers, mental images, drawings, sounds, acting out situations, or verbal explanations. (DOK 2)	
K.OA.2	Teacher dictates an addition story problem. For example: Olivia has 3 lollipops and her friend Sophie 2 lollipops. How many lollipops do they have all together? Students draw a picture to solve the problem. (DOK 2)	Teacher creates number cards 1 -5. Students will draw two number cards from the pile. Students will create an addition/subtraction problem and solve using illustrations and equation. (DOK 2)	
K.OA.5	Ask the students to solve addition and subtraction problems within ten mentally. Then have them tell you the strategy they used. This can be done on an individual basis or as a whole group. (DOK 2)	Give the student a problem in context, such as the problem below, and ask him/her to solve it using mental strategies. Then have him/her tell you the strategies he/she used. Peter has 4 puppies and Marina has 2 puppies. How many puppies do they have together? (DOK 2)	
	Domain – Operations and Algebraic Thinking	Curriculum Supports	Vocabulary
	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	enVision 2011 Topic 10 Addition 10-1 Stories About Joining	K.OA.1 join, add,

<p>K.OA.1</p> <p>K.OA.2</p> <p>K.OA.5</p>	<p>1. Represent addition and subtraction with objects, fingers, mental images, drawings*, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>2. Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).</p> <p>5. Fluently add and subtract within 5.</p>	<p>10-2 More Joining 10-3 Joining Groups 10-4 Using the Plus Sign 10-5 Finding Sums 10-6 Addition Sentences</p> <p>***2012 enVision Topic 7 Understanding Addition 7-7 Problem Solving: Draw a Picture</p> <p>enVision 2012 Topic 7 Understanding Addition</p>  <table border="1"> <thead> <tr> <th colspan="2">Lessons</th> </tr> </thead> <tbody> <tr> <td>7-1</td> <td>Stories About Joining 127A</td> </tr> <tr> <td>7-2</td> <td>More Joining 129A</td> </tr> <tr> <td>7-3</td> <td>Joining Groups 131A</td> </tr> <tr> <td>7-4</td> <td>Using the Plus Sign 133A</td> </tr> <tr> <td>7-5</td> <td>Finding Sums 135A</td> </tr> <tr> <td>7-6</td> <td>Addition Sentences 137A</td> </tr> <tr> <td>7-7</td> <td>Problem Solving Draw a Picture 139A</td> </tr> </tbody> </table>	Lessons		7-1	Stories About Joining 127A	7-2	More Joining 129A	7-3	Joining Groups 131A	7-4	Using the Plus Sign 133A	7-5	Finding Sums 135A	7-6	Addition Sentences 137A	7-7	Problem Solving Draw a Picture 139A	<p>addend, addition, equal to, equation, expression, subtract, sum, difference, plus, minus, separate, combine, put together, total, take away, compare, take apart</p> <p><u>K.OA.2</u></p> <p>join, add, addend, addition, equal to, equation, expression, subtract, sum, difference, plus, minus, separate, combine, put together, total, take away, compare, take apart</p> <p><u>K.OA.5</u></p> <p>add, subtract, equation, sum, difference, equal sign, plus, minus</p>
Lessons																			
7-1	Stories About Joining 127A																		
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7-3	Joining Groups 131A																		
7-4	Using the Plus Sign 133A																		
7-5	Finding Sums 135A																		
7-6	Addition Sentences 137A																		
7-7	Problem Solving Draw a Picture 139A																		

	Additional Optional Assessments	<ul style="list-style-type: none">• Topic 7: Understanding Addition (enVision 2012) from your CFA account will match the concepts you have taught.• Performance Assessment- Topic 7 Understanding Addition (enVision 2012) Found at the end of each topic in the Common Core edition and would be administered paper-pencil.	
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Domain: Operations and Algebraic Thinking
Understanding Subtraction



Report Card Learning Targets		
I can....		
<ul style="list-style-type: none"> • Understand addition with objects, drawings, and equations • Understand subtraction with objects, drawings, and equations • Solve addition and subtraction word problems using objects and drawings • Fluently add within 5 • Fluently subtract within 5 		
Assessment Tasks		
	Skill-Based Check	Performance Task
K.OA.1	Provide materials to the student. Read the problem to the student: <i>There were 5 children playing at the beach. 3 of them were boys. How many children are girls? Show your thinking with objects, words, pictures or numbers.</i> (DOK 2)	Provide materials to the student. Read the problem to the student: <i>Destiny had 8 balloons. 3 balloons floated away. How many balloons does Destiny have now? Show your thinking with objects, words, pictures or numbers.</i> (DOK 2)
K.OA.2	<i>6 motorcycles are in the parking lot. Three are black and the rest are red. How many motorcycles are red? Show your thinking with the red and black cubes.</i> (DOK 2)	Teacher creates number cards 1 -5. Students will draw two number cards from the pile. Students will create an addition/subtraction problem and solve using illustrations. (DOK 2)
K.OA.5	Ask the students to solve subtraction problems within ten mentally. Then have them tell you the strategy they used. This can be done on an individual basis or as a whole group. (DOK 2)	Say: <i>I'm going to tell you some problems. See if you can solve each one as quickly as you can. Ready?</i> <ol style="list-style-type: none"> 1. <i>There are 4 marbles in the jar. I took out 2 marbles. How many marbles are in the jar?</i> 2. <i>There are 4 jellybeans in the jar. I ate 3 jellybeans. How many jellybeans are in the jar?</i> 3. <i>There are 3 shells in the basket and I took 1 shell out of the basket. How many shells are in the basket?</i> 4. <i>There are 5 cookies. I ate 4 cookies. How many cookies are there?</i>

Show your thinking with objects, words, pictures or numbers.
(DOK 2)

	Domain – Operations and Algebraic Thinking	Curriculum Supports	Vocabulary
<p>K.OA.1</p> <p>K.OA.2</p> <p>K.OA.5</p>	<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>1. Represent addition and subtraction with objects, fingers, mental images, drawings*, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>2. Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).</p> <p>5. Fluently add and subtract within 5.</p>	<p>enVision 2011</p> <p>Topic 11 Subtraction</p> <p>11-1 Stories About Separating 11-2 Stories About Take Away 11-3 Stories About Comparing 11-4 Using the Plus Sign 11-5 Finding Differences 11-6 Addition Sentences</p> <p>***2012 enVision Topic 8 Understanding A</p> <p>Subtraction</p> <p>8-4 Problem Solving: Act it Out 8-8 Problem Solving: Use Objects</p> <p>enVision 2012 Topic 8 Understanding Subtraction</p> <p>Lessons</p> <p>8-1 Stories About Separating 147A 8-2 Stories About Take Away 149A 8-3 Stories About Comparing 151A 8-4 Problem Solving Act It Out 153A 8-5 Using the Minus Sign..... 155A 8-6 Finding Differences 157A 8-7 Subtraction Sentences 159A 8-8 Problem Solving Use Objects 161A</p>	<p><u>K.OA.1</u></p> <p>join, add, addend, addition, equal to, equation, expression, subtract, sum, difference, plus, minus, separate, combine, put together, total, take away, compare, take apart</p> <p><u>K.OA.2</u></p> <p>join, add, addend, addition, equal to, equation, expression, subtract, sum, difference, plus, minus, separate, combine, put together, total, take away,</p>

			<p>compare, take apart</p> <p style="text-align: center;"><u>K.OA.5</u></p> <p>add, subtract, equation, sum, difference, equal sign, plus, minus</p>
	Additional Optional Assessments	<ul style="list-style-type: none"> • Topic 8: Understanding Subtraction (enVision 2012) from your CFA account will match the concepts you have taught. • Performance Assessment- Topic 8 Understanding Subtraction (enVision 2012) Found at the end of each topic in the Common Core edition and would be administered paper-pencil. 	

Domain: Operations and Algebraic Thinking
Composing and Decomposing Numbers to 10

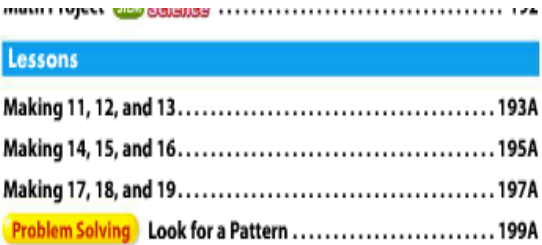
Report Card Learning Targets		
<p>I can....</p> <ul style="list-style-type: none"> • Understand addition with objects, drawings, and equations • Understand subtraction with objects, drawings, and equations • Combine two numbers to make 10 • Classify, count, and sort objects into categories 		
Assessment Tasks		
	Skill-Based Check	Performance Task
K.OA.3	 <p>Students will be given a story such as the following: John has 3 cookies. Mary gives John 2 more cookies. How many cookies in all does John have? Students will record their thinking with drawings or equation. (DOK 2)</p>	<p>Students will be given seven two-sided counters and will be asked to show a minimum of three combinations of seven. Students will record their results with a drawing or equation. (DOK 2)</p>
K.OA.4	<p>Students have ten beans, with the sides of the beans colored different colors. Students will shake and spill the beans. They will count how many beans they have of one color and record their answers on using a worksheet with ten circles. Then they will count how many beans they have of another color and then record their answers on the worksheet.</p> <p>Examples for assessment:</p> <ol style="list-style-type: none"> 1. Students draw the number of colored circles they have using an equation. For example:  2. Students write the equation using numerals. $5 + 5 = 10$ <p>(DOK 2)</p>	<p>Students choose a number from 0-9 and then, using a ten frame, draw circles or write how many more they need to get to 10. Repeat the activity for a total of four work samples. (DOK 2)</p>
K.MD.3	<p>Given objects, students will sort them by an attribute and name the attribute.</p>	<p>Divide students to small groups, and have them remove their shoes. Have each group pick a common attribute and sort the shoes</p>

	<p>Given groups or objects sorted by an attribute, students can count each group and identify the group with the most/least of the attribute.</p> <p>(DOK 2)</p>	<p>accordingly (laces/no laces, color, type, etc.). Have students explain their attributes and identify how many shoes are in each group. Students should identify the groups with the most and least shoes.</p> <p>(DOK 3)</p>	
	<p>Domain – Operations and Algebraic Thinking</p>	<p>Curriculum Supports</p>	<p>Vocabulary</p>
<p>K.OA.3</p> <p>K.OA.4</p> <p>K.MD.3</p>	<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>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 $5 = 4 + 1$).</p> <p>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.</p> <p>Classify objects and count the number of objects in each category.</p> <p>3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by number.</p>	<p style="text-align: center;">enVision 2011</p> <p>Topic 4 Zero to Five 4-5 Making 4 & 5 CC-4-7A Writing Number Sentences for 4 & 5</p> <p>Topic 5 Six to Ten 5-2 Making 6 & 7 CC-5-4A Writing Number Sentences for 6 & 7 5-4 Making 8 & 9 CC-5-7A Writing Number Sentences for 8 & 9 5-8 Making 10 CC-5-10A Writing Number Sentences for 10</p> <p>***enVision 2012</p> <p>Topic 9 Composing and Decomposing Numbers to 10 9-9 Problem Solving: Make a Graph</p>	<p style="text-align: center;"><u>K.OA.3</u></p> <p>join, add, addend, addition, equal to, equation, expression, subtract, sum, difference, plus, minus, separate, combine, put together, total, take away, compare, take apart</p> <p style="text-align: center;"><u>K.OA.4</u></p> <p>in, add, addend, addition, equal to,</p>

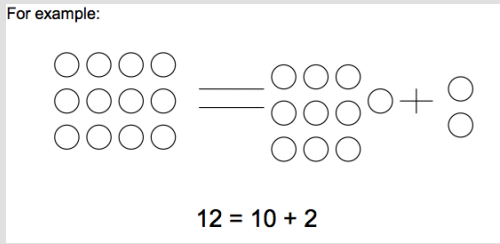
		<p>enVision 2012 Topic 9: Composing and Decomposing Numbers to 10</p> <p>Lessons</p> <p>9-1 Making 4 and 5 169A</p> <p>9-2 Writing Number Sentences for 4 and 5 171A</p> <p>9-3 Making 6 and 7 173A</p> <p>9-4 Writing Number Sentences for 6 and 7 175A</p> <p>9-5 Making 8 and 9 177A</p> <p>9-6 Writing Number Sentences for 8 and 9 179A</p> <p>9-7 Making 10..... 181A</p> <p>9-8 Writing Number Sentences for 10 183A</p> <p>9-9 Problem Solving Make a Graph 185A</p>	<p>equation, expression, subtract, sum, difference, plus, minus, separate, combine, put together, total, take away, compare, take apart</p> <p><u>K.MD.3</u></p> <p>classify, sort, attribute, groups, categories, count</p>
	<p>Additional Assessment Options</p>	<ul style="list-style-type: none"> • Topic 9: Composing and Decomposing Numbers to 10(enVision 2012) from your CFA account will match the concepts you have taught. • Performance Assessment- Topic 9 Composing and Decomposing Numbers to 10 (enVision 2012) Found at the end of each topic in the Common Core edition and would be administered paper-pencil. 	

Domain: Numbers and Operations in Base Ten
Composing Numbers 11 to 19

Report Card Learning Targets		
I can....		
Assessment Tasks		
	Skill-Based Check	Performance Task
K.NBT.1	<p>Students will count 11 – 19.</p> <p>Student draws a number card. For example student draws the number 14. Student first represents fourteen with cubes. 10 cubes of one color snapped together and 4 cubes of another color snapped together. Then the student will write an equation.</p> <p>$14 = 10 + 4$ $10 + 4 = 14$</p> <p>(DOK 2)</p>	<p>Present student with 14 counters and the ten frame. Say: <i>I have some counters. How many do you think there might be? Do you think they will fit on the ten frame? Use the ten frame to find out how many counters there are.</i></p> <p>After the student has finished, ask: <i>What did you find out? How do you know? Prompt, if needed: Did you have enough to fill the ten frame? How many did not fit on the ten frame? How many counters are there in all?</i> Then, ask the student to write the total amount.</p> <p>Repeat with 16 counters. (DOK 3)</p>

	Domain: Numbers & Operations in Base Ten	Curriculum Supports	Vocabulary
<p>K.NBT.1</p>	<p>Work with numbers 11–19 to gain foundations for place value.</p> <p>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.</p>	<p>enVision 2011</p> <p>Topic 12 Larger Numbers CC-12-3A Making 11,12 and 13 CC-12-4A Making 14, 15, and 16 CC 12-5A Making 17, 18, 19</p> <p>***2012 enVision</p> <p>Topic 10 Composing Numbers 11 to 19 10-4 Problem Solving: Looking for a Pattern</p> <p>2012 enVision Topic 10 Composing Numbers 11 to 19</p> 	<p><u>K.NBT.1</u></p> <p>place value, tens, ones, digits, number, decompose, compose, equation, equal, plus, number words 1-19, grouping</p>
	<p>Additional Optional Assessments</p>	<ul style="list-style-type: none"> • Topic 10: Composing Numbers 11 to 19(enVision 2012) from your CFA account will match the concepts you have taught. • Performance Assessment- Topic 10 Composing Numbers 11 to 19 (enVision 2012) Found at the end of each topic in the Common Core edition and would be administered paper-pencil. 	

Domain: Numbers and Operations in Base Ten
Decomposing Numbers 11 to 19

Report Card Learning Targets			
I can....			
Assessment Tasks			
	Skill-Based Check	Performance Task	
K.NBT.1	<p>Students will correctly model the numbers 11-19 using objects and pictorial representations. Students will write an equation for a given number from 11-19.</p> <p>For example:</p>  <p style="text-align: center;">$12 = 10 + 2$</p> <p>(DOK 2)</p>	<p>Present student with 15 counters and the ten frame. Say: <i>I have some counters. How many do you think there might be? Do you think they will fit on the ten frame? Use the ten frame to find out how many counters there are.</i></p> <p>After the student has finished, ask: <i>What did you find out? How do you know? Prompt, if needed: Did you have enough to fill the ten frame? How many did not fit on the ten frame? How many counters are there in all?</i> Then, ask the student to write the total amount. Repeat with 17 counters.</p> <p>(DOK 3)</p>	
	Domain: Numbers & Operations in Base Ten	Curriculum Supports	Vocabulary
K.NBT.1	<p>Work with numbers 11–19 to gain foundations for place value.</p> <p>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,</p>	<p>enVision 2011</p> <p>Topic 12 Larger Numbers</p> <p>CC-12-5B Creating Sets to 19 CC-12-5C Parts of 11, 12, and 13 CC-12-5D Parts of 14, 15, and 16 CC-12-5E Parts of 17, 18, 19</p> <p>***2012 enVision Topic 11 Decomposing</p>	<p>K.NBT.1</p> <p>place value, tens, ones, digits, number, decompose, compose, equation,</p>

	<p>two, three, four, five, six, seven, eight, or nine ones.</p>	<p>Numbers 11 to 19 11-5 Problem Solving: Look for a Pattern</p> <p style="text-align: center;">2012 enVision Topic 11 Decomposing Numbers 11 to 19</p> <p style="text-align: center;">Lessons</p> <p>11-1 Creating Sets to 19..... 207A 11-2 Parts of 11, 12, and 13..... 209A 11-3 Parts of 14, 15, and 16..... 211A 11-4 Parts of 17, 18, and 19..... 213A 11-5 Problem Solving Look for a Pattern 215A</p>	<p>equal, plus, number words 1-19, grouping</p>
	<p style="text-align: center;">Additional Optional Assessments</p>	<ul style="list-style-type: none"> • Topic 11: Decomposing Numbers 11 to 19(enVision 2012) from your CFA account will match the concepts you have taught. • Performance Assessment- Topic 11 Decomposing Numbers 11 to 19 (enVision 2012) Found at the end of each topic in the Common Core edition and would be administered paper-pencil. 	

Domain: Measurement and Data
Measurement

Report Card Learning Targets			
I can....			
<ul style="list-style-type: none"> Describe and compare characteristics of objects 			
Assessment Tasks			
	Skill Based Check	Performance Task	
K.MD.1	When given an object, the student can show/tell the teacher at least two ways of measuring the object. (DOK 2)	Students can pick an object in the classroom and describe the measurable attributes of the object. (DOK 2)	
K.MD.2	<p>Shown 2 objects, students will be able to identify the tallest/shortest.</p> <p>Shown 2 groups of objects, students will be able to identify which group has more and which group has fewer objects.</p> <p>Students can build an object that is either taller/shorter or more/less than a given object/model. (DOK 2)</p>	<p>Show the student the Teddy Bear (or a stuffed animal). Invite the student to hold it and carefully examine it. Then, say: <i>Describe this Teddy Bear as many different ways as you can.</i> Prompt if needed: <i>How would you describe the Teddy Bear's weight? The Teddy Bear's length? The distance around the Teddy Bear's belly? The Teddy Bear's foot length?</i> (DOK 2)</p>	
	Domain – Measurement & Data	Curriculum Supports	Vocabulary
K.MD.1	<p>Describe and compare measurable attributes.</p> <p>1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>	<p>enVision 2011</p> <p>Topic 9 Measurement</p> <p>9-2 Comparing by Length</p> <p>9-6 Comparing Capacities</p> <p>9-8 Comparing Weight</p> <p>***2012 enVision Topic 12 Measurement</p> <p>12-1 Describing Objects by More Than One Attribute</p> <p>12-3 More Comparing Objects by Length</p> <p>12-4 Problem Solving: Try, Check, and</p>	<p><u>K.MD.1</u></p> <p>length, width, capacity, weight, measuring, size, attribute, measurable</p>
K.MD.2			

		<p>Revise</p> <p>12-5 Comparing Objects by Height</p> <p>12-6 More Comparing Objects by Height</p> <p>enVision 2012 Topic 12: Measurement</p> <p>Lessons</p> <p>12-1 Describing Objects by More Than One Attribute223A</p> <p>12-2 Comparing by Length225A</p> <p>12-3 More Comparing Objects by Length227A</p> <p>12-4 Problem Solving Try, Check, and Revise229A</p> <p>12-5 Comparing by Height231A</p> <p>12-6 More Comparing Objects by Height233A</p> <p>12-7 Comparing Capacities235A</p> <p>12-8 Comparing by Weight237A</p>	<p>less of, taller/shorter, heavier/lighter, compare, attributes, measuring, height</p>
	<p>Additional Optional Assessments</p>	<ul style="list-style-type: none"> • Topic 12: Measurement (enVision 2012) from your CFA account will match the concepts you have taught. • Performance Assessment- Topic 12 Measurement(enVision 2012) Found at the end of each topic in the Common Core edition and would be administered paper-pencil. 	

Domain: Measurement and Data & Geometry
Sorting, Classifying, Counting, and Categorizing Data

Report Card Learning Targets			
I can....			
<ul style="list-style-type: none"> Classify, count, and sort objects into categories Name shapes and identify its position 			
Assessment Tasks			
	Skill-Based Check	Performance Task	
K.MD.3	<p>Given objects, students will sort them by an attribute and name the attribute.</p> <p>Given groups or objects sorted by an attribute, students can count each group and identify the group with the most/least of the attribute.</p> <p>(DOK 2)</p>	<p>Show the student the collection of cubes. Say: <i>I have a set of cubes. Sort these cubes by color.</i></p> <p>After the student has sorted the cubes by color, say: <i>Count the number of cubes in each group. How many cubes do you have in each group? Do you have any groups that have the same amount?</i></p> <p>Prompt if needed: <i>“Which groups have the same amount?”</i></p> <p>(DOK 2)</p>	
K.G.1	<p>Teacher gives a student a box and a puppet. Student demonstrates a positional word using the box and puppet.</p> <p>Teacher gives a student an object, and students identify the shape of the object.</p> <p>(DOK 1)</p>	<p>Students are given a sheet of paper with a table drawn on it. Teacher gives directions to draw balls in different colors using positional words (for example, “Draw a yellow ball under the table”; “Draw a blue ball next to the table”).</p> <p>(DOK 2)</p>	
	Domains: Measurement & Data & Geometry	Curriculum Supports	Vocabulary
K.MD.3	<p>Classify objects and count the number of objects in each category.</p> <p>3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p>	<p style="text-align: center;">enVision 2011</p> <p>Topic 1 Sorting & Classifying</p> <p>1-1 Same and Different</p> <p>1-2 Sorting by one Attribute</p> <p>1-3 Sorting the Same Set in Different Ways</p> <p>1-4 Sorting by More than One Attribute</p> <p>enVision 2011 Topic 16 Graphing</p> <p>16-3 Real Graphs</p>	<p style="text-align: center;"><u>K.MD.3</u></p> <p>classify, sort, attribute, groups, categories, count</p> <p style="text-align: center;"><u>K.G.1</u></p>

<p>K.G.1</p>	<p>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>.</p>	<p>16-4 Picture Graphs</p> <p style="text-align: center;">***2012 Envision</p> <p>Topic 13 Sorting, Classifying, Counting, and Categorizing Data</p> <p>13-5 Problem Solving: Use Logical Reasoning</p> <p style="text-align: center;">2012 Envision</p> <p>Topic 13 Sorting, Classifying, Counting, and Categorizing Data</p> <p style="text-align: center;">Lessons</p> <p>13-1 Same and Different 245A</p> <p>13-2 Sorting by One Attribute 247A</p> <p>13-3 Sorting the Same Set in Different Ways 249A</p> <p>13-4 Sorting by More Than One Attribute 251A</p> <p>13-5 Problem Solving Use Logical Reasoning 253A</p> <p>13-6 Real Graphs 255A</p> <p>13-7 Picture Graphs 257A</p>	<p>above, below, under, on top, around, near, beside, in front of, behind, between, next to, square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, sphere</p>
	<p style="text-align: center;">Additional Optional Assessments</p>	<ul style="list-style-type: none"> • Topic 13 Test: Sorting, Classifying, Counting, and Categorizing Data(enVision 2012) from your CFA account will match the concepts you have taught. • Performance Assessment- Topic 13 Sorting, Classifying, Counting, and Categorizing Data (enVision 2012) Found at the end of each in the Common Core edition and would be administered paper-pencil. 	




		<p>14-4 Triangles 14-5 Hexagons 14-8 Problem Solving: Using Figures</p> <p style="text-align: center;">enVision 2012 Topic 14: Identifying and Describing Shapes</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center; background-color: #6a3d9a; color: white; margin: 0;">Lessons</p> <p>14-1 Rectangles265A 14-2 Squares267A 14-3 Circles269A 14-4 Triangles271A 14-5 Hexagons273A 14-6 Solid Figures275A 14-7 Flat Surfaces of Solid Figures277A 14-8 Problem Solving Use Objects279A</p> </div>	<p>sphere, attribute, large, small, medium, describe, facet (the flat side of a three- dimensional shape), vertices_(where facets join)</p> <p style="text-align: center;"><u>K.G.3</u></p> <p>flat, solid, two-dimensional, three-dimensional, squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres</p>
	Additional Assessment Options	<ul style="list-style-type: none"> • Topic 14: Identifying and Describing Shapes (enVision 2012) from your CFA account will match the concepts you have taught. • Performance Assessment- Topic 14 Identifying and Describing Shapes (enVision 2012) Found at the end of each topic in the Common Core edition and would be administered paper-pencil. 	

Domain: Geometry
Position and Location of Shapes

Report Card Learning Targets
I can....

- Name shapes and identify its position

Assessment Tasks

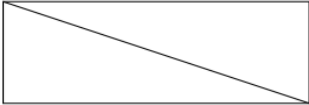
	Skill Based Task	Performance Task
K.G. 1	<div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Students will place a sticker BELOW the cylinder, ABOVE the sphere, and BESIDE the cube.</p> <p>(DOK 1)</p>	<ol style="list-style-type: none"> 1. Show each shape one at a time to the student. Ask the student to name the shape. (circle, square, rectangle, hexagon, cone, sphere) 2. Spread the shapes out on a table. Place the empty bag on the table. Say, <i>I have a bag and some shapes. I am going to give you some directions about where to place the different shapes around the bag.</i> <ol style="list-style-type: none"> a. Put the cone above the bag. b. Put the square beside the bag. c. Put the circle inside the bag. d. Put the rectangle behind the bag. e. Put the hexagon in front of the bag. f. Put the sphere below the bag. (DOK 2)

	Domain: Geometry	Curriculum Supports	Vocabulary
K.G.1	<p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i></p>	<p>enVision 2011</p> <p>Topic 2: Position and Location</p> <p>2-1 Inside and Outside</p> <p>2-2 Above, Below, and On</p> <p>***2012 Envision</p> <p>Topic 15: Position and Location of Shapes</p> <p>15-3 In Front of and Behind</p> <p>15-4 Left and Right</p> <p>15-5 Problem Solving: Act It Out</p>	<p><u>K.G.1</u></p> <p>above, below, under, on top, around, near, beside, in front of, behind,</p>

		<p style="text-align: center;">2012 Envision Topic 15: Position and Location of Shapes</p> <p style="text-align: center;">Lessons</p> <p>15-1 Inside and Outside287A 15-2 Above, Below, and On289A 15-3 In Front Of and Behind291A 15-4 Left and Right293A 15-5 Problem Solving Act It Out295A</p>	<p>between, next to, square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, sphere</p>
	<p>Additional Assessment Options</p>	<ul style="list-style-type: none"> • Topic 15 Test- Position and Location of Shapes (enVision 2012) from your CFA account will match the concepts you have taught • Performance Assessment- Position and Location of Shapes (enVision 2012) Found at the end of each topic in the Common Core edition and would be administered paper-pencil. 	

Domain: Geometry
Analyzing, Composing, and Comparing Shapes

Report Card Learning Targets		
<p>I can....</p> <ul style="list-style-type: none"> • Name shapes and identify its position • Identify and compare 2D and 3D shapes • Build and draw shapes 		
Assessment Tasks		
	Skill-Based Check	Performance Task
K.G.2	<p>Show the students a set of shapes with different sizes and orientations. Ask them to name them. Ask the students to describe the attributes of specified two- or three-dimensional shape. "Describe a cone. Tell me the attributes of a triangle." (DOK 2)</p>	<p>Joey has a shape with 4 corners and 4 equal sides. What shape does he have? Explain your answer with a picture, with objects or in writing. Esperanza wants to wrap her teddy bear. Which shapes of wrapping paper could she use? Explain what shape you chose and why. (DOK 3)</p>
K.G.3	<ol style="list-style-type: none"> 1. Show a collection of two-dimensional and three-dimensional shapes. These can be models from your math manipulative kits or actual items from around the classroom. 2. Ask students to sort the objects into the categories "Two-Dimensional" or "Three-Dimensional." <p>(DOK 2)</p>	<p>Show the student a collection of two-dimensional and three-dimensional shapes (square, circle, triangle, rectangle, hexagon, cube, cone, and cylinder). Say: <i>Put all of the flat, two-dimensional shapes together in a pile and all of the three-dimensional shapes together in a different pile.</i></p> <p>Pull out the student a triangle and a rectangle. Remove the other shapes. Ask: <i>How are these shapes alike? How are they different?</i> Repeat with a circle and a cylinder; cube and a square. (DOK 2)</p>
K.G.4	<p>When presented with a variety of shapes, students can find common/different attributes, including dimensions. When given two shapes, students can identify the</p>	<p>Given a piece of paper with different shapes drawn on it, students can circle or color all examples of the same shape, regardless of size or orientation.</p>

	<p>similarities and differences of the two shapes. Students can count the number of corners, sides, etc., on a shape. (DOK 2)</p>	<p>When given a list of attributes describing a shape, students can point to the correct shape, and name the shape. (DOK 2)</p>	
K.G.5	<p>Teacher dictates a specific shape, and students draw the shape and its attributes correctly (students only need to draw two-dimensional shapes). (DOK 1)</p>	<ol style="list-style-type: none"> 1. Show the student a triangle. Ask: <i>What is the name of this shape? How do you know that this is a triangle?</i> Then, ask the student to draw the shape. Repeat with a rectangle and a square. 2. Show the student the cube. Ask: <i>What is the name of this shape? How do you know that this is a cube?</i> Then, ask the student to build a cube using materials provided. Repeat with a sphere and cylinder. (DOK 3) 	
K.G.6	<p>Students will show how to compose simple shapes to form different and or larger shapes.</p> <p>Can you show me a rectangle using square pattern blocks? Using square pattern blocks (4), show me how to make a larger square.</p> <p>Show me how to combine these two triangles to make a rectangle.</p>  <p>(DOK 2)</p>	<p>Students are given a variety of materials (e.g., attribute blocks, pipe cleaners, Popsicle sticks, shape cutouts) to use in composing the following shapes: square, rectangle, and triangle. (DOK 2)</p>	
	Domain: Geometry	Curriculum Supports	Vocabulary
K.G	<p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>2. Correctly name shapes regardless of their orientations or overall size.</p> <p>3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p>4. Analyze and compare two- and three-dimensional</p>	<p style="text-align: center;">enVision 2011</p> <p>Topic 7 Geometry 7-4 Same Size, Same Shape 7-3 Making Shapes from Other Shapes 7-7 Comparing Solid Figures CC7-7A Building with Solid Figures</p>	<p style="text-align: center;"><u>K.G.2</u></p> <p>flip, rotate, turn, triangle, square, circle, rectangle, hexagon, cone, cylinder, cube, sphere, attribute, large, small, medium, describe, facet (the flat side of a</p>

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).

5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

6. Compose simple shapes to form larger shapes. (For example, “Can you join these two triangles with full sides touching to make a rectangle?”)

*****2012 enVision Topic 16 Analyzing, Comparing, and Composing Shapes**

Lessons

16-1	Same Size, Same Shape	303A
16-2	Making Shapes from Other Shapes.....	305A
16-3	Comparing Solid Figures	307A
16-4	Building with Solid Figures	309A
16-5	Problem Solving Use Logical Reasoning	311A

three-dimensional shape), vertices (where facets join)

K.G.3

classify, sort, attribute, groups, categories, count

K.G.4

compare, similarities, differences, size, orientation, attribute, part, side, point/corner/vertex, straight, round, curved, shape, square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, sphere

K.G.5

square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, sphere, two-dimensional, three-dimensional,

			<p>flat, solid sides, same, alike, different</p> <p style="text-align: center;"><u>K.G.6</u></p> <p>create, compose, explore, combine, different, larger, simple shape</p>
	Additional Optional Assessments	<p>Topic 16 Test- Analyzing,</p> <ul style="list-style-type: none"> • Comparing, and Composing Shapes (enVision 2012) from your CFA account will match the concepts you have taught. • Performance Assessment- Adding and Subtracting Fractions and Mixed Numbers with Like Denominators (enVision 2012) from your CFA account will match the concepts you have taught 	