

First Nine Weeks

Grade: KG

Subject: Math

Year: 2016-2017

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
5 (ongoing through the year)	<u>Number and Number Sense</u> <ul style="list-style-type: none"> Count to 19 and backward from 10 (K.4a) 	<ul style="list-style-type: none"> Count forward to 19 Count backward from 10 to 1 	Calendar Number Flashcards Dot to Dot Sequencing worksheets Songs	Count Forward Backward	Count-L1
5	<u>Geometry</u> <ul style="list-style-type: none"> Identify, describe, and trace plain geometric figures (circle, triangle, square, and rectangle) (K.11a) 	<ul style="list-style-type: none"> Identify a circle, triangle, square, and rectangle. Describe the properties of triangles, squares, and rectangles, including number of sides and number of corners. Describe a circle. Trace a circle, triangle, square, and rectangle. Distinguish between examples and nonexamples of identified geometric figures (circle, triangle, square, and rectangle). 	Flashcards Trade books Attribute blocks Adopted math series Stencils Tracing worksheets	Plane shapes (two dimensional) Circle Square Triangle Rectangle Corners Sides	Identify-L2 Describe-L2 Trace-L2 Distinguish-L2
5	<u>Geometry</u> <ul style="list-style-type: none"> Describe the location of one object relative to another (above, below, and next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their orientation in space (K.12) 	<ul style="list-style-type: none"> Identify pictorial representations of a circle, triangle, square, and rectangle, regardless of their position and orientation in space. Describe the location of one object relative to another, using the terms <i>above</i>, <i>below</i>, and <i>next to</i>. 	Attribute blocks Math manipulatives Student pages in math series	Identify Above Below Next to	Describe-L2 Identify-L2 Using-L3

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
7	<p><u>Geometry</u></p> <ul style="list-style-type: none"> Compare the size and shape of plane geometric figures (K.11b) 	<ul style="list-style-type: none"> Compare and group plane geometric figures (circle, triangle, square, and rectangle) according to their relative sizes (larger, smaller). Compare and group plane geometric figures (circle, triangle, square, and rectangle) according to their shapes. 	Attribute blocks Adopted Math Series Math manipulatives	Compare Shape Size	Compare-L4 Group-L4
7	<p><u>Patterns, Functions, and Algebra</u></p> <ul style="list-style-type: none"> Sort and classify objects according to size, shape, and color (K.15) 	<ul style="list-style-type: none"> Sort objects into appropriate groups (categories) based on one attribute, such as size, shape, or color. Classify sets of objects into three groups (categories) of one attribute (e.g., for size — small, medium, and large). Label attributes of a set of objects that has been sorted. Name multiple ways to sort a set of objects. 	Attribute blocks Manipulatives Counters/sorters	Sort Classify Small Medium Large Size Shape Color Categories Attribute	Sort-L4 Classify-L4 Label-L1 Name-L1
5	<p><u>Patterns, Functions, and Algebra</u></p> <ul style="list-style-type: none"> Identify, describe, and extend a simple repeating pattern (K.16) 	<ul style="list-style-type: none"> Observe and identify the basic repeating pattern found in repeating patterns of common objects, sounds, and movements that occur in real-life situations, where there are four or fewer elements in the basic repeating pattern. Describe the basic repeating pattern found in a repeating pattern, where there are four or fewer elements in the basic repeating pattern. 	Unifix cubes Counters Adopted Math Series Multi colored cubes Children in pattern Bears Whiteboards with markers	Observe Identify Repeating Base pattern(basic) Extend	Identify-L2 Describe-L2 Extend-L2 Observe-L2

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		<ul style="list-style-type: none"> Extend a repeating pattern by adding at least two repetitions to the pattern. Identify the core in a repeating pattern. Create a repeating pattern. Compare similarities and differences between patterns. 			Extend-L2 Adding-L3 Identify-L2 Create-L6 Compare-L4
5 (ongoing through the year)	<u>Measurement</u> <ul style="list-style-type: none"> Identify instrument to measure time (calendar: day, month and season) (K.8) 	<ul style="list-style-type: none"> Identify the components of a calendar, including days, months, and seasons. 	Calendar Calendar time discussions	Identify Calendar Day Month Season Instrument to measure Measurement tool Components	Identify-L2 Measure-L5
3 (ongoing through the year)	<u>Probability and Statistics</u> <ul style="list-style-type: none"> Gather data by counting/tallying (K.13) (morning calendar) 	<ul style="list-style-type: none"> Gather data on given categories by counting and tallying (e.g., favorites, number of days of various types of weather during a given month, types of pets, types of shoes). 	Spinners 2 colored counter Making graphs Human graph Weather graph Birthday graph	Describe Collect Gather Data Tallying	Gather-L3 Counting-L1 Tallying-L1

Second Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
5 ongoing through the year	<p><u>Number and Number Sense</u></p> <ul style="list-style-type: none"> Count to 29 (K.4a) 	<ul style="list-style-type: none"> Count forward from 1 to 30. Count backward from 10 to 1. 	Calendar Hundreds chart Number line Colored bears Smart Exchange search for counting http://exchange.smarttech.com	Count Forward Backward	Count-L1
5 ongoing through the year	<p><u>Number and Number Sense</u></p> <p>The student, given a set containing 15 or fewer concrete objects, will</p> <ul style="list-style-type: none"> Tell how many are in the set by counting the number of objects orally (The first part of this SOL will be to identify the numerals from 0-15.) (K.2a) 	<ul style="list-style-type: none"> Identify written numerals from 0 through 15 represented in random order. 	Calendar Flash Cards Number line Hundreds chart Memory Games Bingo Games Around the world with flashcards	Identify Numeral Corresponds Matches Write (0-15)	Tell-L2 Counting-L1 Identify-L2
5 ongoing through the year	<p><u>Number and Number Sense</u></p> <p>The student, given a set containing 15 or fewer concrete objects, will</p> <ul style="list-style-type: none"> Write the numeral to tell how many are in the set (The first part of this SOL will be to write the numeral.) (K.2b) 	<ul style="list-style-type: none"> Write the numerals from 0 through 15. 	Dry erase boards Playdough Stencils Markers Chalkboards and chalk Sand Shaving cream Wiki sticks	Identify Numeral Corresponds Matches Write (0-15)	Write-L3 Tell-L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
5 ongoing through the year	<p><u>Number and Number Sense</u></p> <ul style="list-style-type: none"> Count by tens to 100 (K.4c) 	<ul style="list-style-type: none"> Group 100 or fewer objects together into sets of fives or tens and then count them by fives or by tens. Investigate and recognize the pattern of counting by tens to 100, using a variety of tools. 	<p>Hundreds chart Number line Flash cards that skip count Dot to dots by tens Smart Exchange search for counting by tens http://exchange.smarttech.com</p>	<p>Group into set of ten Recognize Pattern of counting by tens Skip counting/ count by</p>	<p>Count-L1 Group-L4 Investigate-L4 Recognize-L1</p>
5 ongoing	<p><u>Number and Number Sense</u></p> <p>The student, given a set containing 15 or fewer concrete objects, will</p> <ul style="list-style-type: none"> Tell how many are in the set by counting the number of objects orally (This is part 2 of the SOL which requires the student to count.) (K.2a) 	<ul style="list-style-type: none"> Count orally the number of objects in a set containing 15 or fewer concrete objects, using one-to-one correspondence, and identify the corresponding numeral. 	<p>Counting bears Blue tiles Sorting circles Workmats</p>	<p>Identify Numeral Corresponds Matches Write (0-10)</p>	<p>Tell-L2 Counting-L1 Using-L3 Identify-L2</p>
5 ongoing	<p><u>Number and Number Sense</u></p> <p>The student, given a set containing 15 or fewer concrete objects, will</p> <ul style="list-style-type: none"> Write the numeral to tell how many are in the set (The second part of this SOL will be to write the numeral for a corresponding set.) (K.2b) 	<ul style="list-style-type: none"> Write a numeral that corresponds to a set of 15 or fewer concrete objects. Construct a set of objects that corresponds to a given numeral, including an empty set. 	<p>Dry erase boards Playdough Stencils Markers Chalkboards and chalk Sand Shaving cream Wiki sticks</p>	<p>Identify Numeral Corresponds Matches Write (0-10)</p>	<p>Write-L3 Tell-L2 Correspond-L1 Construct-L6</p>

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
5 ongoing	<p><u>Number and Number Sense</u></p> <ul style="list-style-type: none"> Identify/ describe one set as having more, fewer, or same number of members of the other set (K.1) 	<ul style="list-style-type: none"> Match each member of one set with each member of another set, using the concept of one-to-one correspondence to compare the number of members between sets, where each set contains 10 or fewer items. Compare and describe two sets of 10 or fewer items, using the terms <i>more</i>, <i>fewer</i>, and <i>the same</i>. Given a set of objects, construct a second set which has more, fewer or the same number of objects. 	<p>Alligator poster- with mouths showing more and fewer</p> <p>Graph</p> <p>Dice</p> <p>Deck of Cards</p> <p>Counters</p>	<p>Match</p> <p>Compare</p> <p>More</p> <p>Fewer</p> <p>The Same/Equal</p> <p>Set</p>	<p>Identify-L2</p> <p>Describe-L2</p> <p>Match-L1</p> <p>Using-L3</p> <p>Compare-L4</p> <p>Construct-L6</p>
5 ongoing	<p><u>Number and Number Sense</u></p> <ul style="list-style-type: none"> Given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth, and the ordered position of each object. (K.3) 	<ul style="list-style-type: none"> Identify the ordinal positions first through tenth using ordered sets of ten concrete objects and/or pictures of such sets presented from <ul style="list-style-type: none"> –left-to-right; –right-to-left; –top-to-bottom; and/or –bottom-to-top 	<p>Lining objects, children</p> <p>Rows and columns of objects</p> <p>Unifix cubes</p> <p>Thinkfinity lesson- Order, Order</p>	<p>Identify</p> <p>Ordinal Position</p> <p>First</p> <p>Second</p> <p>Third</p> <p>Left to right</p> <p>Top to bottom</p> <p>Bottom to top</p>	<p>Indicate-L2</p> <p>Identify-L2</p> <p>Using-L3</p>
2	<p><u>Measurement</u></p> <ul style="list-style-type: none"> Identify the instrument to measure temperature (thermometer) (K.8) 	<ul style="list-style-type: none"> Identify different types of thermometers as instruments used to measure temperature. 	<p>Using thermometers</p> <p>Large teacher manipulative thermometer</p>	<p>Identify</p> <p>Instrument to Measure</p> <p>Thermometer</p> <p>Temperature</p> <p>Compare</p> <p>Hot/hotter</p> <p>Cold/colder</p>	<p>Identify-L2</p> <p>Measure-L5</p> <p>Used-L3</p>

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			Thermometer Smartboard file http://exchange.smarttech.com/search.html?q=thermometer Experiment with tubs of hot and cold(ice) water Pictures of different types of thermometers Calendar time with weather		
5 ongoing	<u>Probability and Statistics</u> <ul style="list-style-type: none"> Display objects/information using object graphs, pictorial graphs, and tables (K.14) 	<ul style="list-style-type: none"> Display data by arranging concrete objects into organized groups to form a simple object graph. Display gathered data, using pictures to form a simple picture graph (e.g., a picture graph of the types of shoes worn by students on a given day). Display information in tables, either in rows or columns (e.g., a table showing the number of bunnies in one column and the number of ears the bunnies have in another, or a table showing the time schedule for classroom activities). 	Canvas Floor Graphs Birthday/Weather Graphs Lunch Count Graphs Other Classroom graphs (way home)	Display Graphs Pictograph Pictorial/ Picture Bar Graph Data/ Information Object Graph	Display-L6 Using-L3 Arranging-L6 Form-L6

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
		<ul style="list-style-type: none"> • Answer questions related to the gathered data displayed in object graphs, picture graphs, and tables by: <ul style="list-style-type: none"> - Describing the categories of data and the data as a whole (e.g., the total number of responses) and its parts. - Identifying parts of the data that represent numerical relationships, including categories with the greatest, the least, or the same. 	Graphing from Smartboard http://exchange.smarttech.com/search.html?tab=resources&q=graphs+&subj=&grd=k		Answer -L1 Describing -L2 Identifying -L2 Represent -L2

Third Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
Ongoing	<p><u>Number and Number Sense</u></p> <ul style="list-style-type: none"> Count forward to 100 and backward from 10 (K.4a) 	<ul style="list-style-type: none"> Student will count forward to 49 	Adopted Math Series	Numeral names, count, forward	Count-L1
2, ongoing	<p><u>Number and Number Sense</u></p> <ul style="list-style-type: none"> Identify one more than a number and one less than a number (K.4b) 	<ul style="list-style-type: none"> Student will recognize the relationship of one more than and one less than a number using objects 	Counting bears, counters, unifix cubes, straws, ten frames, various other manipulatives Adopted Math Series	More than, less than	Identify-L2 Recognize-L1 Using-L3
Ongoing	<p><u>Number and Number Sense</u></p> <ul style="list-style-type: none"> Count by 5s to 100 (K.4c) 	<ul style="list-style-type: none"> Group 100 or fewer objects together into sets of fives and then count them by fives Investigate and recognize the pattern of counting by fives to 100, using a variety of tools. 	Counting bears, unifix cubes, straws, ten frame, various other manipulatives Dr. Jean counting songs	Group (into sets of 5s) Recognize pattern of counting by fives Skip counting/ count by	Count-L1 Group-L4 Investigate-L4 Recognize-L1
5-10	<p><u>Number and Number Sense</u></p> <p>The student, given a set containing 15 or fewer concrete objects, will</p> <ul style="list-style-type: none"> Select the corresponding numeral from a given set of numerals (K.2c) 	<ul style="list-style-type: none"> Select the numeral from a given set of numerals that corresponds to a set of 15 or fewer concrete objects. 	Adopted Math Series Notebook Software 10 Number cards Manipulatives	Identify (0-15) Numeral	Select-L1 Corresponding-L1

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
10	<p>Measurement</p> <ul style="list-style-type: none"> Identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer). (K.8) 	<ul style="list-style-type: none"> Identify a ruler as an instrument to measure length Identify different types of scales as instruments to measure weight Identify different types of clocks (analog and digital) as instruments to measure time Identify the components of a calendar, including days, months and seasons Identify different types of thermometers as instruments used to measure temperature. 	<p>Adopted Math Series Notebook Software 10 Ruler Judy Clock Calendar materials Balance scale</p>	<p>Knowledge Evaluation Comprehension Application</p>	<p>Identify-L2 Used-L3 Measure-L5</p>
10	<p>Measurement</p> <ul style="list-style-type: none"> Recognize a penny, nickel, dime and quarter and will determine the value of a collection of pennies and or nickels whose total value is 10 cents or less. (K.7) 	<ul style="list-style-type: none"> Describe the properties and characteristics of a penny, nickel, dime and quarter Identify a penny, nickel, dime and quarter. Identify that a nickel is the same value as 5 pennies Count a randomly placed collection of pennies and/or nickels whose value is 10 cents or less and determine the value of the collection 	<p>Adopted Math Series Notebook Software 10 Alexander, Who Used to be Rich Last Sunday Jelly Beans for Sale by Bruce McMillan</p>	<p>Identify Describe Penny Nickel Dime Quarter Value Properties/characteristics</p>	<p>Recognize-L1 Determine-L3 Describe-L2 Identify-L2 Count-L1</p>
10	<p>Measurement</p> <ul style="list-style-type: none"> Tell time to the hour, using an analog or digital clock. (K.9) 	<ul style="list-style-type: none"> Tell time on an analog clock to the hour Tell time on a digital clock to the hour 	<p>Adopted Math Series Notebook Software 10 Judy Clock Hickory Dickory Dock</p>	<p>Tell time Position of the hands Minute hand/long hand Hour hand/short hand Analog Digital</p>	<p>Tell time-L3 Using-L3</p>

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
5	<p>Measurement</p> <ul style="list-style-type: none"> • Compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter or longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencils, paper clip and block. (K.10) 	<ul style="list-style-type: none"> • Compare and describe lengths of two objects (as shorter or longer), using direct comparison or nonstandard units of measure (e.g., foot length, hand span, new pencil, paper clip, block). • Compare and describe height of two objects (as taller or shorter), using direct comparison or nonstandard unit of measure (e.g., book, hand span, new pencil, paper clip, block) • Compare and describe weights of two objects (as heavier or lighter), using direct comparison or nonstandard units of measure (e.g., book, cubes, new pencil, paper clip, block) • Compare and describe temperature of two objects or environment (as hotter or colder), using direct comparison. 	<p>Notebook Software 10</p>	<p>Measure Nonstandard unit Compare Describe Length Shorter, longer Height Taller, shorter Weight Heavier/lighter Temperature Hotter, colder</p>	<p>Compare-L4 Using-L3 Describe-L2</p>

Fourth Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
Ongoing	Number and Number Sense • Count to 100 (K.4a)	• Count forward from 0 to 100	One hundred Chart Oral Counting	Count 0-100 forward	Count -L1
10	Number and Number Sense • Identify the parts of a set and/or region that represent fractions for halves and fourths. (K.5)	<ul style="list-style-type: none"> • Recognize fractions as representing parts of equal size of a whole. • Given a region, identify half and/or a fourth of the region. • Given a set, identify half and/or a fourth of the set. 		Half Fourth	Identify -L2 Represent -L2 Recognize -L1
32	Computation and Estimation • Model adding and subtracting whole numbers, using up to 10 concrete items to find the sum or difference (K.6)	<ul style="list-style-type: none"> • Combine two sets with known quantities in each set, and count the combined set using up to 10 concrete objects, to determine the sum, where the sum is not greater than 10. • Given a set of 10 or fewer concrete objects, remove, take away, or separate part of the set and determine the result. 			Model -L3 Adding -L3 Subtracting -L3 Using -L3 Find -L3 Combine -L6 Count -L1 Determine -L3 Remove -L4 Take away -L4 Separate -L4

Bloom's Taxonomy Key

1. Level 1 (L1) – Remembering – **Pink**
2. Level 2 (L2) – Understanding – **Blue**
3. Level 3 (L3) – Applying – **Green**
4. Level 4 (L4) – Analyzing – **Yellow**
5. Level 5 (L5) – Evaluating – **Gray**
6. Level 6 (L6) – Creating - **Red**

