

Curriculum Map - Kindergarten

Year Overview

SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
Chapter 1 (17 days)			Address Chapter 5 through Science / ELA (Lessons 1 and 2 thru Science, Lessons 3 and 4 thru ELA) Chapter 7 (8 days)			Address Chapter 10 through Science Address Chapter 11 through Calendar Chapter 12 (7 days)			
						Chapter 14 (10 days)			
Chapter 2 (17 days)			Chapter 6 (11 days)			Chapter 15 (6 days)			
						Chapter 16 (4 days)			
Address Chapter 3 through Science Chapter 4 (16 days)			Chapter 8 Lessons 3-7 OMIT Lessons 1 & 2 (15 days)			Chapter 17 (8 days)			
						Chapter 18 (8 days)			
			Grades Entered by 12/6/13			Chapter 9 (9 days)			Chapter 19 (6 days)
Grades Entered by 3/14/14									
Standards Addressed: K.CC.1 K.MD.3 K.OA.1 K.CC.2 K.OA.3 K.CC.3 K.CC.4.a K.CC.4.b K.CC.4.c K.CC.5 K.CC.6 K.CC.7			Standards Addressed: K.CC.1 K.G.1 K.OA.1 K.CC.2 K.G.2 K.OA.2 K.CC.3 K.G.3 K.OA.5 K.CC.4.a K.G.4 K.CC.4.b K.G.5 K.MD.2 K.CC.4.c K.G.6 K.CC.5 K.CC.6 K.CC.7			Standards Addressed: K.CC.1 K.OA.1 K.NBT.1 K.MD.1 K.CC.2 K.OA.2 K.MD.2 K.CC.3 K.OA.3 K.CC.4.a K.OA.4 K.G.2 K.CC.4.b K.CC.4.c K.CC.5 K.CC.6			

Curriculum Map - Kindergarten

September – Mid October

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
K.CC.1 K.CC.3	<p>Know number names and the count sequence.</p> <p>1. Count to 5 by ones.</p> <p>3. Write numbers from 1 to 5. Represent a number of objects with a written numeral from 1-5.</p>	<p>Number Poems</p> <p>Manipulative Kits</p> <p>Subitizing – Dominoes</p> <p>Ten Frames</p>	<p>1 - one</p> <p>2 - two</p> <p>3 - three</p> <p>4 - four</p> <p>5 - five</p>	<p>Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap</p>	<p>Establish classroom routines</p> <p>Teach students how to handle manipulatives</p> <p>Chapter 1 (17 days)</p> <p>9/9/2013 to 10/4/2013</p>
K.CC.4.a K.CC.4.b K.CC.4.c	<p>Count to tell the number of objects.</p> <p>4. Understand the relationship between numbers and quantities for 1-5; 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>c. Understand that each successive number name refers to a quantity that is one larger.</p>				
K.MD.3	<p>Classify objects and count the number of objects in each category.</p> <p>3. Classify 1 to 5 objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>		<p>same</p> <p>different</p>		
<p>Notes:</p> <p>Concepts / skills to consider:</p> <p>One to One Correspondence</p> <p>The Ordering of Numbers</p>					

Curriculum Map - Kindergarten

Mid October – Early December

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
K.CC.1 K.CC.2 K.CC.3	<p>Know number names and the count sequence.</p> <ol style="list-style-type: none"> Count to 10 by ones. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Write numbers from 0 to 10. Represent a number of objects with a written numeral 0–10 (with 0 representing a count of no objects). 	<p>Subitizing – Dominoes Ten Frames</p> <p>Chapter 2 Chapter 4</p>	<p>6 – six 7 – seven 8 – eight 9 – nine 10 – ten 0 – zero</p>	<p>Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap</p>	<p>Chapter 2 (17 days) Chapter 4 (16 days)</p> <p>10/7/2013 to 12/6/2013</p>
K.CC.4.a K.CC.4.b K.CC.4.c	<p>Count to tell the number of objects.</p> <ol style="list-style-type: none"> Understand the relationship between numbers and quantities 6-10; connect counting to cardinality. <ol style="list-style-type: none"> 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. 				
K.CC.5	<p>Count to tell the number of objects.</p> <ol style="list-style-type: none"> Count to answer “how many?” questions about as many as 10 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 1–10, count out that many objects. 				
Notes:					

Curriculum Map - Kindergarten

Mid October – Early December (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
K.CC.6 K.CC.7	<p>Compare numbers.</p> <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. Include groups up to 10 objects. (Include groups with up to ten objects.)</p> <p>7. Compare two numbers between 1 and 10 presented as written numerals.</p>		greater less same		Chapter 2 (17 days) Chapter 4 (16 days) 10/7/2013 to 12/6/2013
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>		fewer more		
K.OA.1 K.OA.3	<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. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the standards.)</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>				

Notes:

Concepts / skills to consider:

One-to-One Correspondence

The Ordering of Numbers

- **Include Mathematical Practices?**

Curriculum Map - Kindergarten

Mid December– Early January

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
K.G.1 K.G.2 K.G.3	<p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <ol style="list-style-type: none"> 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>. Correctly name shapes regardless of their orientations or overall size. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). 	Ten Frames	above below beside in front of behind next to flat (2-D) solid (3-D) big small	Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap	Chapter 7 (8 days) 12/9/2013 to 1/3/2013
K.G.4 K.G.5 K.G.6	<p>Analyze, compare, create, and compose shapes.</p> <ol style="list-style-type: none"> 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). Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i> 		face edge angle side		
Notes:					

Curriculum Map - Kindergarten

Early January – Late January

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
K.CC.1 K.CC.2 K.CC.3	<p>Know number names and the count sequence.</p> <p>1. Count to 20 by ones and by tens.</p> <p>2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>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>	Ten Frames	10 – ten 11 – eleven 12 – twelve 13 – thirteen 14 – fourteen 15 – fifteen 16 – sixteen 17 – seventeen	Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap	Chapter 6 (11 days) 1/6/2013 to 1/24/2013
K.CC.4.a K.CC.4.b K.CC.4.c K.CC.5	<p>Count to tell the number of objects.</p> <p>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>c. Understand that each successive number name refers to a quantity that is one larger.</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>		18 – eighteen 19 – nineteen 20 – twenty more – a bigger quantity fewer – a smaller quantity greater than – a bigger quantity less than – smaller than		
Notes:					

Curriculum Map - Kindergarten

Early January – Late January (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
K.CC.6 K.CC.7	<p>Compare numbers.</p> <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. (Include groups with up to ten objects.)</p> <p>7. Compare two numbers between 1 and 10 presented as written numerals.</p>				<p>Chapter 6 (11 days)</p> <p>1/6/2013 to 1/24/2013</p>
<p>Notes:</p>					

Curriculum Map - Kindergarten

Late January – Mid February

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
K.CC.1 K.CC.2 K.CC.3	<p>Know number names and the count sequence.</p> <ol style="list-style-type: none"> 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). 		20 – twenty 30 – thirty 40 – forty 50 – fifty 60 – sixty 70 – seventy 80 – eighty	Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap	Chapter 8 Lessons 3-7 OMIT lessons 1 and 2 (15 days) 1/24/2013 to 2/14/2013
K.CC.4.a K.CC.4.b K.CC.4.c K.CC.5	<p>Count to tell the number of objects.</p> <ol style="list-style-type: none"> Understand the relationship between numbers and quantities; connect counting to cardinality. <ol style="list-style-type: none"> 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. 		90 – ninety 100 – one hundred		
K.CC.6 K.CC.7	<p>Compare numbers.</p> <ol style="list-style-type: none"> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.) Compare two numbers between 1 and 10 presented as written numerals. 				

Curriculum Map - Kindergarten

Mid February – Early March

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
K.CC.1 K.CC.2 K.CC.3	<p>Know number names and the count sequence.</p> <ol style="list-style-type: none"> 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). 		fewer less fewest more most	Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap	Chapter 9 (9 days) 2/24/2013 to 3/7/2013
K.CC.4a	<p>Count to tell the number of objects.</p> <ol style="list-style-type: none"> Understand the relationship between numbers and quantities; connect counting to cardinality. <ol style="list-style-type: none"> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. 				
K.OA.1 K.OA.2 K.OA.5	<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <ol style="list-style-type: none"> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the standard.) Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. Fluently add and subtract within 5. 				
Notes:					

Curriculum Map - Kindergarten

Mid February – Early March (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
K.MD.2	Describe and compare measurable attributes. 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>				Chapter 9 (9 days) 2/24/2013 to 3/7/2013
Notes:					

Curriculum Map - Kindergarten

Mid-March – Late March

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
K.CC.4a K.CC.4b K.CC.4c K.CC.5	<p>Count to tell the number of objects.</p> <p>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>c. Understand that each successive number name refers to a quantity that is one larger.</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>			Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap	Chapter 12 (7 days) 3/10/2013 to 3/21/2013
K.CC.6	<p>Compare numbers.</p> <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. (Include groups with up to ten objects.)</p>				
Notes:					

Curriculum Map - Kindergarten

Mid-March – Late March (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
K.OA.1 K.OA.3 K.OA.4	<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. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the standards.)</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><u>Number Bonds</u> – Direct instruction required for this abstract idea to be accessible to students – some students may not be ready for the A of CPA.</p>			<p>Chapter 12 (7 days)</p> <p>3/10/2013 to 3/21/2013</p>

Notes:

Curriculum Map - Kindergarten

Late March – Early April

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
K.CC.2	Know number names and the count sequence. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<u>Number Bonds</u> – Direct instruction required for this abstract idea to be accessible to students – some students may not be ready for the A of CPA.		Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap	Chapter 14 (10 days) 3/21/2013 to 4/4/2013
K.CC.4.b K.CC.4.c	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. c. Understand that each successive number name refers to a quantity that is one larger.				
K.CC.6	Compare numbers. 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)				
K.OA.1 K.OA.3 K.OA.4	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem.) 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 $5 = 4 + 1$).				

Curriculum Map - Kindergarten

Late March – Early April (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
	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.				Chapter 14 (10 days)
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, two, three, four, five, six, seven, eight, or nine ones.</p>				3/21/2013 to 4/4/2013
Notes:					

Curriculum Map - Kindergarten

Early April –Early May

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
K.MD.1 K.MD.2	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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	Chapter 15 Comparing Lengths	long short longer shorter longest shortest	Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap	Chapter 15 (6 days) 4/4/2013 to 4/11/2013
K.MD.1 K.MD.2 K.G.2	See above for description of K.MD.1 and K.MD. 2 standards Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). 2. Correctly name shapes regardless of their orientations or overall size.	Chapter 16 Classifying and Sorting	color shape size pattern same different		Chapter 16 (4 days) * 4/14/2013 to 4/17/2013 *Reduced from suggested 5
K.CC.1 K.CC.3	Know number names and the count sequence. 1. Count to 100 by ones and by tens. 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).	Chapter 17 Addition Stories	plus is equal to number sentence		Chapter 17 (8 days) 4/28/2013 to 5/7/2013
K.CC.4	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				

Curriculum Map - Kindergarten

Early April – Early May (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
	<p>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>c. Understand that each successive number name refers to a quantity that is one larger.</p>				
<p>K.OA.1 K.OA.2 K.OA.3</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. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the standards.)</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>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>				
Notes:					

Curriculum Map - Kindergarten

Early May – Early June

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
K.CC.1 K.CC.3	<p>Know number names and the count sequence.</p> <p>1. Count to 100 by ones and by tens. 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>	Chapter 18 Subtraction Stories	minus left	Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap	Chapter 18 (5 days + 3 days) 5/8/13 to 5/19/13
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>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>c. Understand that each successive number name refers to a quantity that is one larger.</p>				
K.OA.1 K.OA.2 K.OA.3	<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. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the standards.)</p>				
Notes:					

Curriculum Map - Kindergarten

Early May – Early June (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
	<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>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>				
K.CC.3	<p>Know number names and the count sequence.</p> <p>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>Chapter 19 Measurement</p> <p>Balance Scale Cubes</p>	<p>heavy - of considerable weight</p> <p>heavier - a greater weight</p> <p>light - of little weight</p> <p>lighter - of less weight</p> <p>holds more - contains a bigger quantity</p> <p>holds less - contains a smaller quantity</p> <p>holds the same amount - contains an equal quantity</p> <p>more time - a longer duration</p> <p>less time - a shorter duration</p>		<p>Chapter 19 (6 days +2)</p> <p>5/20/13 to 6/3/13</p>
K.MD.1 K.MD.2	<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>2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>				

Notes: Skip Chapter 20 on Money (Common Core addresses in Grade 1)