Elementary Math; Grade K   2016 – 2017

	Week	Major Concepts / Topics	Possible Resources
Quarter 1 Aug 10 – Oct 16	1	Staggered start- begin working on rituals and routines for school and math	
	2	Continue to work on rituals and routines for math	• [Florida Students- website for tutorials and resources](#)
	3	Continue to work on rituals and routines for math	
	4	Counting and cardinality- Know the number names and count sequence by ones and tens by the end of this quarter. Count to tell the number of objects	• [Ten Frames](#); [100 Chart](#) • [Games to practice CC.2.4b](#);
	5	Continue and work on counting and the relationship between numbers and quantities	• [Counting and Cardinality Practice; Activities for K.CC.4 a.b.c](#)
	6	Know number names and the count sequence; be able to write numbers 0 to 20. 0 to 10 this quarter!	• [Read, write, represent numbers to 20](#) • http://www.k-5mathteachingresources.com/support-files/missing-numbers-1-10.pdf
	7	Count to answer "how many" questions about as many things arranged in a line, in an array, or a circle and as many as 10 things scattered about. Count accurately when objects are organized in different arrangements.	• [Counting and Cardinality Practice](#)
	8	Classify objects into given categories and sort the categories by count. ID and describe shapes along with positional words	
	9	Work with numbers 11-19- decompose into ten ones and some further ones. Foundations for place value	• [Base ten blocks](#)
	Week		**Possible Resources**
Quarter 2 Oct 20 – Dec 18	1	Count to tell the number of objects with understanding the relationship between numbers and quantities. Understand addition as putting together and adding to and subtraction as taking apart and taking from.	• [Fruit Splat Count](#)
	2	ID and describe shapes and describe shapes in our environment using names or shapes and their relative positons.	• [Shapes to correct name](#)
	3	Correctly name shapes regardless of their orientations and overall sizes [2 D and 3 D]	• [Counting and Cardinality Practice](#);

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

	4	Build a foundational understanding of base-ten by developing an understanding of the teen numbers as being composed of ten ones and some more ones.	• Virtual printable 100s chart
	5	Apply counting strategies with addition and subtraction as they put together and take apart.	• http://pbskids.org/sid/fablab_vegetableharvest.html
	6	Solve addition and subtraction word problems within 10 by using objects or drawings. Use addition and subtraction within 10 to solve word problems with both addends unknown	• http://www.scholastic.com/clifford/play/sortitout/sortitout.htm • Mystery Shape Picture
	7	Count to 100 by ones and tens. [To 50 this quarter] Count forward beginning from a given number with in the known sequence verses beginning with 1.	• 100 Chart
	8	Count to answer "how many?" questions.	• http://www.harcourtschool.com/activity/counting_objects/
	9	Counting out a given number of objects rather than just counting that many objects	• http://illuminations.nctm.org/Lesson.aspx?id=1780

	Week	**Major Concepts / Topics**	**Possible Resources**
	1	Describing and comparing measurable attributes- Directly compare two objects with a measurable attribute to see who has "more of/less of"	• http://pbskids.org/clifford/games/measuring_up.html • http://pbskids.org/sid/fablab_crystalsrule.html
	2	Id the number of objects in one group is greater than, less than, or equal to another group;	• http://akidsheart.com/threer/lvl1/fmany2.htm
	3	Understand addition as put together and add to, and subtraction as taking apart and taking from.	• Addition song
Quarter 3 Jan 6 – Mar 17	4	Solve addition and subtraction word problems and add/subtract within 10 using objects or drawings	• Grouping and Grazing by 5 and 10
	5	Compose and decompose numbers from 11 to 19 into ten ones and some further ones	• Regroups ones as a ten
	6	ID and describe shapes along with positional words	
	7	ID shapes as 2 D or 3 D	• 3D Shapes in the real world
	8	Analyze and compare two and three D shapes. Know the faces of a 3-D shape as 2-D geometric figures	
	9	Continue above	

Quarter 4	Week	Major Concepts / Topics	Possible Resources

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Mar 29 – May 26	1	Classify objects and count the number of objects in each category; Id shapes as 2-D or 3-D.	• Describing-2d-shapes
	2	Analyze and compare 2-D and 3-D shapes in different sizes and orientations. Describe their similarities and differences, parts, and attributes.	• Activities-videos-teach-2d-shapes
	3	Understand addition as putting together and subtraction as taking apart.	• Addition and Subtraction word problems with visuals
	4	For any number 1 to 9 find the number needed to make a 10.	
	5	Extend counting to 100 by ones and tens and count forward from any number other than 1.	• Counting up to 100
	6	Revisit composing and decomposing numbers 11-19 as ten ones and some further ones	
	7	Models shapes in the world by building shapes and drawing shapes	• Ordering Objects; Go Math 11.5,
	8	Compose simple shapes to form larger shapes	• Curious George- How Tall; Clifford Measuring Up! • Composing Shapes Framing Video
	9	Solve addition and subtraction wd problems and add/subtract within 10 using objects or drawings	• Rabbit Takeaway

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.