

Topic: Counting and Cardinality

Days: 64

Subject(s): Math

Grade(s): Knd.

Key Learning: Number sense is the basic foundation for mathematics.



Unit Essential Question(s): **How do you count, write and identify numbers?**



<p>Concept: <b>Counting</b> <b>CC.2.1.K.A.1</b> Participate during calendar and identify the date.</p>	<p>Concept: <b>Concrete Representations</b> <b>CC.2.1.K.A.2</b></p>	<p>Concept: <b>Number Order</b> <b>CC.2.1.K.A. 1</b></p>
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<p>Lesson Essential Question(s): How do you count by ones to (fill in the number)? M (A)  How do you count by tens to 100? M (A)  Why do we need to know how to count? D (A)  Can I count forward beginning at a given number within a known sequence instead of beginning at 1? M (A)</p>	<p>Lesson Essential Question(s): How do you show the numbers (fill in the number(s)) using counters? M (A)  How do we show the same number in different ways?M (A)  How many objects are in a group?M (A)</p>	<p>Lesson Essential Question(s): What number comes before (fill in the number)? D (A)  Why does number order matter? D (ET)  What number comes after (fill in the number)? M (A)  What number comes between (fill in the number)?D (A)</p>
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<p>Vocabulary: Number, Counting, tens, ones,</p>	<p>Vocabulary: equal, one-to-one correspondence, group, set, counter(s), number, count, set, equal, more, less, same, different,</p>	<p>Vocabulary: before, after, between, more, missing, , greatest, least, order, sequence, , equal</p>
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Topic: Counting and Cardinality

Days: 64

Subject(s): Math

Grade(s): Knd.

<p>Concept: <b>Reading &amp; Writing Numbers</b> CC 2.1.K.A . 1</p>	<p>Concept: <b>Comparing Numbers</b> CC.2.1.K.A.3</p>	<p>Concept: <b>Connecting Counting to Cardinality</b> CC2.1.K.A. 1; CC2.1.K.A.2</p>
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<p>Lesson Essential Question(s): Why is it important to read and write numbers? D (ET)  (A)  How do I read (fill in the number)?M (A)  How do we write (fill in the number)?(0-20) M (A)</p>	<p>Lesson Essential Question(s): How do I apply the concept of magnitude to compare numbers and quantities? (identify the numbers of objects in one group as greater than, less than, or equal to the number of objects in another group by using matching and counting strategies) M (A)  How do I compare two written numbers between 1 and 10?M (A)</p>	<p>Lesson Essential Question(s): How can I write a number to show the number of objects in a set from 0-20 objects?M (A)  How do I count using one to one correspondence, understanding that each successive number refers to a quantity that is one larger?M (A)  How do I count up to 20 objects arranged in a line, a rectangular array or a circle, or as many as 10 things in a scattered configuration? M (A)  Given a number 1-20 how do I count out that number of objects?M (A)</p>
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<p>Vocabulary: number, number words, words, important</p>	<p>Vocabulary: more, less, equal, same, different, quantity, compare,magnitude , greater than, less than, matching, counting, equal, how many,</p>	<p>Vocabulary: counting, array, line, arranged pattern, configuration, scattered, how many,</p>
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**Additional Information:**  
Students are expected to read, write & order numbers to 20. Rote counting includes counting by both ones and tens up to 100. counting manipulatives calendar number line hundreds chart straws for bundling Number and counting books (i.e. Ten Apples Up On Top)

Attached Document(s):

Vocab Report for Topic: Counting and Cardinality

Days: 64

Subject(s): Math

Grade(s): Knd.

**Concept: Counting**

**CC.2.1.K.A.1**

Number -  
Counting, tens, ones,  
-

**Concept: Concrete Representations**

**CC.2.1.K.A.2**

equal -  
one-to-one correspondence, group, set, counter(s), number, count, set, equal, more, less, same, different,  
-

**Concept: Number Order**

**CC.2.1.K.A. 1**

before -  
after -  
between, more, missing,  
-  
greatest -  
least, order, sequence,  
-  
equal -

**Concept: Reading & Writing Numbers**

**CC 2.1.K.A . 1**

number, number words, words, important  
-

**Concept: Comparing Numbers**

**CC.2.1.K.A.3**

more, less, equal, same, different, quantity, compare, magnitude  
-  
greater than, less than, matching, counting, equal, how many,  
-

**Concept: Connecting Counting to Cardinality CC2.1.K.A. 1; CC2.1.K.A.2**

counting, array, line, arranged pattern, configuration, scattered, how many,  
-

Vocab Report for Topic: Counting and Cardinality

Days: 64

Subject(s): Math

Grade(s): Knd.

Topic: Geometry

Days: 26

Subject(s): Math

Grade(s): Knd.

Key Learning: Shapes are everywhere in our world.



Unit Essential Question(s):

**Can I identify and describe two and three dimensional shapes?**



<p>Concept: <b>Shape Identification CC.2.3.K.A.1; CC.2.3.K.A.2</b></p>	<p>Concept: <b>Symmetry CC.2.3.K.A. 2</b></p>	<p>Concept: <b>Comparison of Shapes CC.2.3.K.A. 2</b></p>
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<p>Lesson Essential Question(s): Where do we see (list shape) in the world? D (A)  What is the correct name of (insert shape) regardless of their orientation and overall size? D (A)  How do I create a shape from components ( sticks and clay balls)? D How do I draw shapes?D (A)</p>	<p>Lesson Essential Question(s): How can we create a geometric design using shapes? D (A)  What is symmetry and where do we see it in our environment? I (A)</p>	<p>Lesson Essential Question(s): What is a two dimensional shape? D What is a three dimensional shape? I/D (A)  How can we analyze, and compare two and three dimensional shapes in different sizes and orientation? (sorting) D (A)  How do I describe the relative position of a shape/object using spatial concepts? D (A)</p>
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<p>Vocabulary: circle, rectangle, square, triangle, cone, cube, sphere, hexagon, attributes, trapezoid, parallelogram, ellipse, oval, cylinder, , components, drawing, orientation, model, size, environment, describe,</p>	<p>Vocabulary: symmetry, attributes, same, identical, both, line, design</p>	<p>Vocabulary: large, small, sides, flat, solid , attributes, similarities, differences, parts, vertices, corners, sides, equal length, color, size, shape, sorting, matrix, , above, below, beside, in front of, behind, next to, over, under, , locate, direction, find</p>
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Topic: Geometry

Days: 26

Subject(s): Math

Grade(s): Knd.

Concept: <b>Composition of Shapes CC.2.3.K.A.2</b>	Concept: <b>Fractions</b> CC.2.3.K.A.2
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Lesson Essential Question(s): How do I compose simple shapes to form larger shapes? D (A)	Lesson Essential Question(s): How can you show half and quarter of an object? I How can you show equal groups? I How can you show unequal groups? I (A)
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Vocabulary: compose, join, form, compare, create,	Vocabulary: whole, one half, one quarter, fraction, divide, equal groups, unequal, quarter, same, more, less, different
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Additional Information:  
 manipulatives photographs examples of reflections

Attached Document(s):

Vocab Report for Topic: Geometry

Days: 26

Subject(s): Math

Grade(s): Knd.

**Concept: Shape Identification CC.2.3.K.A.1; CC.2.3.K.A.2**

circle -  
rectangle -  
square -  
triangle -  
cone -  
cube -  
sphere -  
hexagon, attributes, trapezoid, parallelogram, ellipse, oval, cylinder,  
-  
components, drawing, orientation, model, size, environment, describe,  
-

**Concept: Symmetry CC.2.3.K.A. 2**

symmetry -  
attributes, same, identical, both, line, design  
-

**Concept: Comparison of Shapes CC.2.3.K.A.2**

large -  
small -  
sides -  
flat, solid  
-  
attributes, similarities, differences, parts, vertices, corners, sides, equal length, color, size, shape, sorting,  
matrix,  
-  
above, below, beside, in front of, behind, next to, over, under,  
-  
locate, direction, find  
-

**Concept: Composition of Shapes CC.2.3.K.A.2**

compose, join, form, compare, create,  
- i.e. -two triangles make a square, two trapezoids make hexagon

**Concept: Fractions**

whole, one half, one quarter, fraction, divide, equal groups, unequal, quarter, same, more, less, different  
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Topic: Measurement and Data

Days: 35

Subject(s): Math

Grade(s): Knd.

Key Learning: Measurement is comparing attributes of length, area, weight and capacity of every day objects.



Unit Essential Question(s): **How do we measure and compare everyday objects?**

<p>Concept: <b>Measurement</b> CC.2.4.KA.1 CC2.4.1.A.2</p>	<p>Concept: <b>Comparison of Measurements CC. 2.4.K.A.1</b></p>	<p>Concept: <b>Data</b></p>
<p>Lesson Essential Question(s): How do I measure attributes of objects using length, weight, area and capacity? I/D (A)  What are the different tools we use when we measure objects? I/D (A)  How do I tell and write the time on the hour using analog and digital clocks? M (A)</p>	<p>Lesson Essential Question(s): How can we compare two objects with a measurable attribute in common to see which object has more of/less of the attribute and describe the difference? D (A)</p>	<p>Lesson Essential Question(s): Can I classify objects into given categories? D Can I count the number of objects in each category and sort the category by counts that are less than or equal to 10? D (A)  How do you make and read a bar graph? I/D How do you make and read a picto graph? I/D How do you organize data and read a tally chart? I/d (A)</p>
<p>Vocabulary: measure, length, height, tall/taller, short/shorter, attributes, capacity, area, scale, ruler, thermometer, clock, balance, measuring cups, non standard units, linking cubes, inch, foot, hour, minute, day/night, pint, quart, gallon, once, more/less, hot/cold, face, hands, case; second, analog, digital, numbers</p>	<p>Vocabulary: bigger, smaller, faster, slower, more, less, full, empty, heavy, light, half full, taller, shorter, same as, equal, longer, little, compare,</p>	<p>Vocabulary: sort, chart, graph, pictograph, more, less, compare, larger, smaller, equal, fewest, greatest, same, tie, tally chart, bar graph, tally, counting, classify, categories,</p>



Topic: Measurement and Data

Days: 35

Subject(s): Math

Grade(s): Knd.

Concept

**Money**

CC 2.4.2.A.3



Lesson Essential Question(s):

What are the names of these coin? |

What is the value of a dime and how do we count dimes? |

What is the value of a penny and how do we count pennies? |

What is the value of a nickels and how do we count nickels? |

How do we count using combinations of coins?

| (A)



Vocabulary:

penny, nickel, dime, cents, worth, value, silver, pewter, cooper, Lincoln, Washington, round, smooth, bumpy, ridges, edge, FD Roosevelt, head, tails, flip, money, coins, fives, tens, ones, total,

Additional Information:

measuring manipulatives (i.e. paperclips, hands, unifix cubes) ruler clock scale thermometer

Attached Document(s):

Vocab Report for Topic: Measurement and Data

Days: 35

Subject(s): Math

Grade(s): Knd.

### Concept: Measurement

CC.2.4.K.A.1

CC2.4.1.A.2

measure -

length -

height -

tall/taller -

short/shorter -

attributes, capacity, area, scale, ruler, thermometer, clock, balance, measuring cups, non standard units, linking cubes, inch, foot, hour, minute, day/night, pint, quart, gallon, once, more/less, hot/cold, face, hands, case; second, analog, digital, numbers

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### Concept: Comparison of Measurements CC.2.4.K.A.1

bigger -

smaller -

faster -

slower -

more -

less -

full, empty, heavy, light, half full, taller, shorter, same as, equal, longer, little, compare,

-

### Concept: Data

sort, chart, graph, pictograph, more, less, compare, larger, smaller, equal, fewest, greatest, same, tie, tally chart, bar graph, tally, counting, classify, categories,

-

### Concept: Money

penny, nickel, dime, cents, worth, value, silver, pewter, cooper, Lincoln, Washington, round, smooth, bumpy, ridges, edge, FD Roosevelt, head, tails, flip, money, coins, fives, tens, ones, total,

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Topic: Number and Operations in Base Ten

Days: 18

Subject(s):

Grade(s): Knd.

Key Learning: **Digits within numbers have place value.**



Unit Essential Question(s): **How do I use place value to compose and decompose numbers within 19?**



Concept:

**Grouping**

**CC.2.1.K.B.1**



Lesson Essential Question(s):

How do we show the same numbers in different ways?D (A)

How do you show groups of ten?D (A)

Why is it important to make groups of ten?D (A)

How many objects are in a group? M (A)

How do I compose numbers within 19?D (A)

How do I decompose numbers within 19?D (A)



Vocabulary:

group, tens, ones, counting, same, different, set, show, compose, decompose, combine, putting together, ten frame(s);

Additional Information:

Attached Document(s):

Vocab Report for Topic: Number and Operations in Base Ten

Days: 18

Subject(s):

Grade(s): Knd.

**Concept: Grouping**

**CC.2.1.K.B.1**

group, tens, ones, counting, same, different, set, show, compose, decompose, combine, putting together, ten frame(s);

Topic: Operations and Algebraic thinking

Days: 37

Subject(s): Math

Grade(s): Knd.

**Key Learning:** Mathematics includes the use and understanding of symbols and rules to perform operations.



Unit Essential Question(s): **How can we put together and take apart to add and subtract within 10?**



<p>Concept: <b>Addition Using Two 1-digit Numbers within 10 CC.2.2.K.A.1</b></p>	<p>Concept: <b>Subtraction Using Two 1-digit Numbers within 10 CC.2.2.K.A.1</b></p>	<p>Concept: <b>Mathematical Symbols CC.2.2.K.A.1</b></p>
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<p><b>Lesson Essential Question(s):</b> How do you add two groups of objects to get a total? I/D (A)</p> <p>How can I represent a number sentence? ie, objects, finger, pictures, sounds, mental images I/D (A)</p> <p>How do I represent a word problem using objects or drawings to solve an addition problem within 10? I/D (A)</p> <p>Can I fluently add addition facts to 5? D/M (A)</p> <p>How can I decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings and record each decomposition by drawing or equation? (eg - <math>5=2+3</math> and <math>5=4+1</math>) D (ET)</p>	<p><b>Lesson Essential Question(s):</b> How do you subtract a smaller group of objects from a larger group of objects? I/D (A)</p> <p>How can I represent a subtraction number sentence using objects, fingers, mental images, sounds, etc.? I/D (A)</p> <p>How do I represent a word problem using objects or drawings to solve a subtraction problem within 10? I/D (A)</p> <p>Can I fluently subtract within 5? D/M (A)</p> <p>Given any number from 1-9, can I find the number that makes 10 when added to the given number by using objects or drawings and record the answer with a drawing or equation? I/D (A)</p>	<p><b>Lesson Essential Question(s):</b> What does the (+, -, =) symbol mean? I/D (A)</p> <p>How do you write a number sentence for addition within 10? I/D (A)</p> <p>How do you write a number sentence for subtraction within 10? I/D (A)</p>
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<p><b>Vocabulary:</b> number sentence, total, add, join, sum, equal, put together, some, some more,</p>	<p><b>Vocabulary:</b> subtract, separate, difference, some, some went away, minus, take away,</p>	<p><b>Vocabulary:</b> + (plus sign), - (minus sign), = (equals), joining, take away, put together,</p>
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Topic: Operations and Algebraic thinking

Days: 37

Subject(s): Math

Grade(s): Knd.

Concept:

**Patterns**

CC.2.2.3.A.4



Lesson Essential Question(s):

What is a pattern? |

How do you create a (shape, size, color, sound, movement or number) pattern? |

How do you extend a pattern? |

How do you label a pattern? | (A)



Vocabulary:

pattern, repeat, abab,abb, abc, aab, abbc, next, shape, color, number, label, extend, continue, movement, size, sound,

Additional Information:  
manipulative, ten frames

Attached Document(s):

Vocab Report for Topic: Operations and Algebraic thinking

Days: 37

Subject(s): Math

Grade(s): Knd.

**Concept: Addition Using Two 1-digit Numbers within 10 CC.2.2.K.A.1**

number sentence -  
total -  
add -  
join -  
sum -  
equal, put together, some, some more,  
-

**Concept: Subtraction Using Two 1-digit Numbers within 10 CC.2.2.K.A.1**

subtract -  
separate -  
difference -  
some, some went away, minus, take away,  
-

**Concept: Mathematical Symbols CC.2.2.K.A.1**

+ (plus sign) -  
- (minus sign) -  
= (equals) -  
joining, take away, put together,  
-

**Concept: Patterns**

pattern, repeat, abab,abb, abc, aab, abbc, next, shape, color, number, label, extend, continue, movement,  
size, sound,  
-

Topic:

Days: 10

Subject(s):

Grade(s):

Key Learning:



Unit Essential Question(s):



Concept:



Lesson Essential Question(s):  
(A)



Vocabulary:

Additional Information:

Attached Document(s):





Topic:

Days: 10

Subject(s):

Grade(s):

Key Learning:



Unit Essential Question(s):



Concept:



Lesson Essential Question(s):  
(A)



Vocabulary:

Additional Information:

Attached Document(s):

