

Kindergarten Second Quarter Mathematics

October 7-December 20

Big Ideas/Key Concepts:

Counting is a purposeful skill that assigns a number name to an object or set of numbers.

Understanding place value leads to the development of number sense and efficient strategies for computing with numbers.

Mathematical operations are used in solving problems in which a new value is produced from one or more values.

Algebraic thinking involves choosing, combining, and applying effective strategies for answering quantitative questions.

Students will count by rote and demonstrate one-to-one correspondence, as well as demonstrate that numbers stand for an amount of something.

Students will be able to compare numbers using the words less than, greater than or equal to another.

Students will be able to use positional words to describe objects.

Students will be able to show their mathematical thinking by using writings, drawings, and/or equations.

Mathematical Practices

Student Friendly "I Can" Statements

Resources

All practices should be embedded in instruction throughout the 4 quarters.

MP1. Make sense of problems and persevere in solving them.

I can make a plan to solve a problem without giving up.

[Read Tennessee MP.1](#)

MP2. Reason abstractly and quantitatively.

I can use numbers and words to help me understand math problems.

[Read Tennessee MP.2](#)

MP3. Construct viable arguments and critique the reasoning of others.

I can explain my answers and listen to my friends' ideas, too.

[Read Tennessee MP.3](#)

MP4. Model with mathematics.

I can show what I know in different ways such as using objects, making drawings, writing words and writing number sentences.

[Read Tennessee MP.4](#)

MP5. Use appropriate tools strategically.

I can use different tools to help understand math.

[Read Tennessee MP.5](#)

MP6. Attend to precision.

I can check my work to see if it is reasonable.
I can tell about my work using correct math terms.

[Read Tennessee MP.6](#)

MP7. Look for and make use of structure.

I can find and use patterns in numbers and shapes to help me solve problems.

[Read Tennessee MP.7](#)

MP8. Look for and express regularity in repeated reasoning.

I can find and use patterns in problems that are alike to make short cuts for solving them.

[Read Tennessee MP.8](#)

Content Standards

Student Friendly “I Can” Statements

Resources

K.CC.A Focus Cluster: Know number names and the count sequence

K.CC.A.1 Count to 100 by ones and by tens.

I can count by ones to 20.

I can count by ones to 50.

I can count by tens to 100.

I can count by ones to 100.

I can count backwards by ones from 10.

EnVision Topics—K.CC.A.1

12-6 Counting to 100

12-7 Counting Groups of 10

12-8 Hundreds Chart

Tasks and Other Activities—K.CC.A.1

AIMS Math (items free and available for purchase)

[Read Tennessee Math Activities](#)

[Internet4Classrooms—K.CC.A.1](#)

[Dinosaur Puzzle 1](#)

[Dinosaur Puzzle 2](#)

[Fire Engine Puzzle](#)

[Missing Number Game](#)

[Missing Number](#)

[Pattern Block Count](#)

[Whack a Mole](#)

K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

I can count on from a number other than one up to 20.

I can count on from a number other than one up to 50.

I can count on from a number other than one up to 100.

Activities and Resources—K.CC.A.2

[Read Tennessee Math](#)

[Counting on Cup](#)

[Count on Two More](#)

[Cross the Decade](#)

[Nearby Teens Game](#)



**K.CC.A.3 Write numbers from 0-20.
Represent a number of objects with a
written numeral 0- 20 (with 0 representing a
count of no objects.)**

I can write numbers from 0 to 5. **I can** write the numeral that matches a given set (number of objects) from 0-5.
I can write numbers from 0 to 10.
I can write the numeral that matches a given set (number of objects) from 0-10.
I can write numbers from 0 to 20.
I can write the numeral that matches a given set (number of objects) from 0-20.

- [One More on the Ten Frame](#)
- [Show One More](#)
- [1-1 Corresponding](#)
- [Internet4Classrooms-K.CC.A.2](#)
- [The Counting Game](#)
- [Let's Count to 20](#)
- [Begin with Buttons](#)
- [Toy Shop Numbers](#)

- Envision Topics—K.CC.A.3
- 4-1 Counting 1, 2, and 3
 - 4-2 Reading and Writing 1, 2, and 3
 - 4-3 Counting 4 and 5
 - 4-4 Reading and Writing 4 and 5
 - 4-5 Reading and Writing 0
 - 5 (all lessons)
 - 12-1 Counting, Reading, and Writing 11 and 12
 - 12-2 Counting, Reading, and Writing 13, 14, 15
 - 12-3 Counting, Reading, and Writing 16 and 17
 - 12-4 Counting, Reading, and Writing 18, 19, 20
 - 15-4 Numbers on a Calendar

- Tasks and Other Activities—K.CC.A.3
- [Internet4Classrooms](#)
 - [Smart Board Lessons-Counting](#)
 - [Read Tennessee Math Activities](#)
 - [Race to Trace 0-6](#)
 - [Race to Trace 2-12](#)

K.CC.B Focus Cluster: Count to tell the number of objects K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
4a. 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.

4b. 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.

4c Understand that each successive number name refers to a quantity that is one larger.

I can count objects in a group correctly.
I can tell “how many” are in a group after counting all the objects.
I can explain my counting strategy.

I can recognize that when I count objects the last number I say is the total number of objects.
I can demonstrate that the number of objects does not change when the objects are moved or rearranged.
I can explain my counting strategy.

I can tell how many are in a group, when one more object is added, without recounting.
I can interpret my counting strategy.

[Race to Trace 11-22](#)
[Representing Numbers 3 Ways](#)
[Handwriting Practice](#)
[Illuminations – “Let’s Count to 20”](#)
[Number-Numeral Match](#)

EnVision Topics—K.CC.B.4(a-c)
4 (all lessons)
5 (all lessons)
12-1 Counting, Reading, and Writing 11 and 12
12-2 Counting, Reading, and Writing 13, 14, 15
12-3 Counting, Reading, and Writing 16 and 17
12-4 Counting, Reading, and Writing 18, 19, 20
6-4 One and Two More and Fewer

Activities for K.CC.B.4 (a-c)
[Internet4Classrooms](#)
[Read Tennessee Math Activities](#)
[Count with Allie](#)
[Ten Frame Dice Match](#)
[Five Frame Match](#)
[Fill the Frames 1-10](#)
[Fill the Frames 1-20](#)
[Ten Frame Flash](#)
[Fuel the Brain](#)
[Live Binders-Counting and Cardinality](#)
[Roly Poly](#)
[Duck Count](#)

K.CC.B.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.

I can count up to 5 objects arranged in different ways.

I can count up to 10 objects arranged in different ways.

I can count up to 20 objects arranged in different ways.

I can count out a given number of objects, when given a group of those objects.

EnVision Topics—K.CC.B.5

4 (all lessons)

5 (all lessons)

12-1 Counting, Reading, and Writing 11 and 12

12-2 Counting, Reading, and Writing 13, 14, 15

12-3 Counting, Reading, and Writing 16 and 17

12-4 Counting, Reading, and Writing 18, 19, 20

Task and Other Activities K.CC.B.5

[Fuel the Brain](#)

[Read Tennessee Math Activities](#)

[Picture Numeral Word Match](#)

[Playdough Numbers](#)

[Number Jigsaws](#)

[Domino Jigsaws](#)

[Counting Cup](#)

[The Very Hungry Caterpillar](#)

[Rooster’s Off to See the World](#)

[Ten Black Dots by Donald Crews](#)

[Live Binders for K.CC.B.5](#)

K.CC.C.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.)

I can compare the number of objects in two groups and tell whether they are greater than, less than, or equal to each other.

EnVision Topics—K.CC.C.6

Topic 6 (all lessons)

Tasks and Other Activities—K.CC.C.6

[Read Tennessee Math Activities](#)

[Internet4Classrooms](#)

[Greater Than/Less Than](#)

[Math Landing](#)

K.NBT.A.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 (such as $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

I can compose (put together) numbers 11-19 using a ten and some ones using objects (ex: using a ten frame/double ten frame).

I can compose (put together) numbers 11-19 with tens and ones and show my work with a drawing or equation.

I can decompose (break apart) numbers 11-19 using a ten and some ones using objects (ex: using a ten frame/double ten frame).

I can decompose (break apart) numbers 11-19 using a ten and some ones and show my work with a drawing or equation.

[Raceway Illuminations](#)

EnVision Transitioning to Common Core

12-3a Making 11, 12, 13

12-4a Making 14, 15, 16

12-5a Making 17, 18, 19

12-5b Creating sets to 19

12-5c Parts of 11, 12, 13

12-5d Parts of 14, 15, 16

12-5e Parts of 17, 18, 19

Tasks and Activities—K.NBT.A.1

[Read Tennessee Math Activities](#)

[Dots and Numeral Cards 11-20](#)

[Cubes on the Ten Frame](#)

[Teens on the Ten Frame](#)

[Teens on Ten Frame Book 1](#)

[Teens on Ten Frame Book 2](#)

[Tens and Ones with Unifix Cubes](#)

[My Double Ten Frame Riddle](#)

[Kindergarten Works](#)

K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

I can show additions using objects, fingers, sounds, acting out situations.

I can explain addition (putting together and adding to).

I can show addition using expressions and equations.

I can identify the mathematical symbols used to show addition.

I can show subtractions using objects, fingers, sounds, acting out situations.

I can show subtraction using expressions and equations.

I can explain subtraction (taking apart and taking from).

I can identify the mathematical symbols used to show subtraction.

I can subtract by counting backwards or by counting up.

EnVision Topics—K.OA.A.1
10 (all lessons)

11 (all lessons)

Other Activities—K.OA.A.1

[Internet4Classrooms](#)

[Read Tennessee Math Activities](#)

[Math Landing](#)

[Addition Plate](#)

[Bears in a Cave](#)

[Unifix Towers](#)

[Make 5 on the Five Frame](#)

K.OA.A.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 $5 = 4 + 1$).

I can decompose (break apart) numbers to 5 using objects or drawings.

I can decompose (break apart) numbers to 10 using objects or drawings.

I can record the answer using a drawing or equation.

[Addition Sentences](#)

[Internet4Classrooms](#) K.OA.A.3

[Read Tennessee](#)

[Read Tennessee Extra Activities](#)

K.OA.A.5 Fluently add and subtract within 5.

I can solve addition word problems within 5 using objects or drawings to represent the problem.

I can solve addition and subtraction word problems by counting forwards or backwards within 5.

[Internet4Classrooms](#) K.OA.A.5

[Read Tennessee](#)

[Read Tennessee Lesson Plans](#)

[Math Landing](#)

[Thinkfinity](#)

I **can** add a number to another number to make the sum of five and can illustrate that with a drawing.

I **can** fluently add and subtract numbers up to five.

General Resources

[CCSS Live Binders—Cleveland County](#)

[Instructional Tasks](#)

[Collaborative Learning](#)

[Education.com](#)

[Utah Education Network](#)



