Kindergarten First Quarter Mathematics
August 1-October 4

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 *All practices should be embedded in instruction throughout the 4 quarters.*	Student Friendly "I Can" Statements	Resources
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		EnVision Topics—K.CC.A.1 12-6 Counting to 100 12-7 Counting Groups of 10
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.	12-8 Hundreds Chart Read Tennessee Math Activities K-5 Math Teaching Resources Activities Ten Apples Up on Top Activities
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.	Read Tennessee Math Activities K-5 Math Teaching Resource/Centers Center 1-1 Correspondence

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.

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

Envision-Transitioning to Common Core
12-3a Making 11, 12, 13
12-4a Making 14, 15, 16
12-5a Making 17, 18, 19

Promethean Planet
Read Tennessee Math Activities
Dice Race
Represent Three Ways
Missing Numbers 1-10
Missing Numbers 1-20
Illuminations – Otka's Rescue
Let's Count to 20
Number-Numeral Match

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.

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.

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

Illuminations – Otka's Rescue
Let's Count to 20
Number-Numeral Match
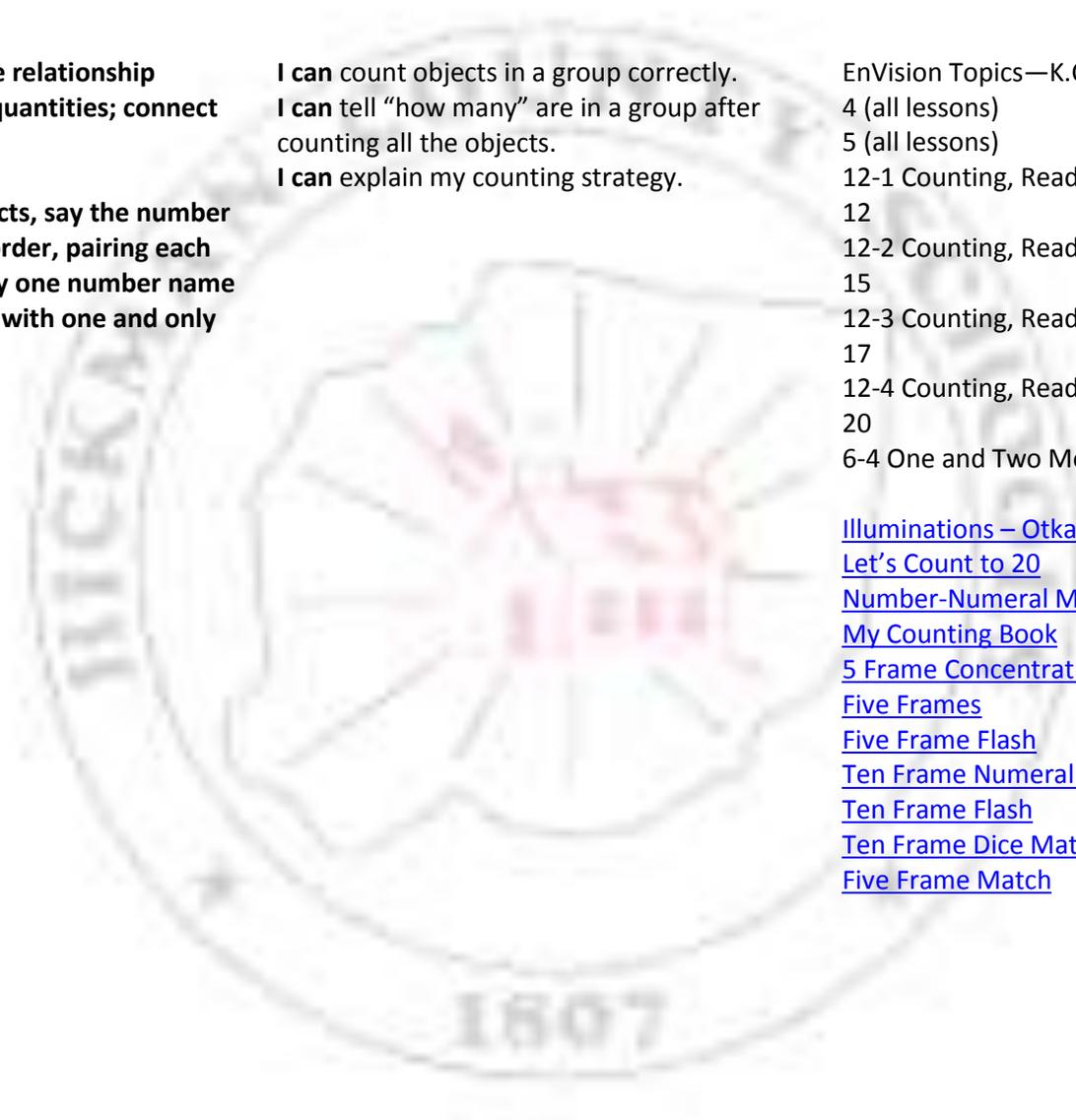My Counting Book
5 Frame Concentration
Five Frames
Five Frame Flash
Ten Frame Numeral Match
Ten Frame Flash
Ten Frame Dice Match
Five Frame Match

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	**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.	Envision-Transitioning to Common Core 4-2a Counting 1, 2, 3 in Diff. Arrangements 4-4a Counting 4 and 5 in Diff. Arrangements Read Tennessee Math Toolkit Fuel the Brain Math Centers
4c Understand that each successive number name refers to a quantity that is one larger.	**I can** tell how many are in a group, when one more object is added, without recounting. **I can** interpret my counting strategy.	
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 Envision-Transitioning to Common Core 4-2A—Counting 1, 2, 3 in Diff. Arrangements 4-4A—Counting 4 and 5 in Diff. Arrangements Fuel the Brain Read Tennessee Math Toolkit Numeral Word Match Domino Jigsaw Number Jigsaw Counting Cup Playdough Numbers

K.NBT.A Focus Cluster: Work with numbers 11-19 to gain foundations for place value.

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.

EnVision Transitioning to Common Core
12-3a Making 11, 12, and 13
12-4a Making 14, 15, and 16
12-5a Making 17, 18, and 19
12-5b Creating Sets to 19
12-5c Parts of 11, 12, and 13
12-5d Parts of 14, 15, and 16
12-5e Parts of 17, 18, and 19

[Read Tennessee Math Toolkit](#)
[11-20 Dot and Numeral Cards](#)
[Cubes on the Ten Frame](#)
[Teens on the Ten Frame](#)
[Teens on the Ten Frame Book](#)
[Tens and Ones with Unifix Cubes](#)
[Double Ten-Frame Riddle](#)
[Kindergarten Works](#)
[Math Centers](#)

K.OA.A Focus Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

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 demonstrate addition 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 demonstrate subtraction using objects,

EnVision Topics—K.OA.A.1
10 (all lessons)
11 (all lessons)
[Read Tennessee Math Toolkit](#)
K-5 Math Teaching Resource/Centers
[Promethean Planet](#)
[Illuminations](#)
[Addition Plate](#)
[Bears in the Cave](#)

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.

[Unifix Towers](#)
[Make Five on the Five Frame](#)
[Math Landing](#)
[Math Centers](#)

K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

I can solve addition word problems within 5 using objects or drawings to represent the problem.
I can solve addition word problems within 10 by using objects or drawings to represent the problem.
I can solve subtract word problems within 5 by using objects or drawings to represent the problem.
I can solve subtraction word problems within 10 by using objects or drawings to represent the problem.
I can solve addition and subtraction word problems by counting forwards or backwards.

EnVision Topics—K.OA.A.2
10 (all lessons)
11 (all lessons)

[Read Tennessee Math Toolkit](#)
[Dot Card Addition](#)
[Part Whole Mats](#)
[Domino Addition](#)
[My Ten-Frame Riddle](#)
[Math Centers](#)
[Internet 4 Classrooms](#)

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.

[Read Tennessee Math Toolkit](#)
[Addition Bag](#)
[Hide the Cubes](#)
[Make Ten on the Frame](#)
[Five Little Ducks](#)
[Five Gingerbread Men](#)

K.OA.A.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.

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

EnVision Topics—K.OA.A.4
10 (all lessons)
Friends of 10
Internet 4 Classrooms
Illuminations-Interactive 10 frame

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

I can fluently add and subtract numbers up to five.

Resources:
Internet4Classrooms
Begin With Buttons
Math Landing