

Campbell County Schools

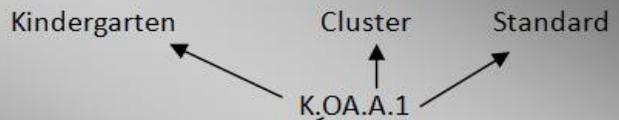
1st Nine Weeks at-a-Glance

Kindergarten Math

Mathematical Practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Common Core Coding Explanation



Domain:

CC: Counting and Cardinality
 OA: Operations and Algebraic Thinking
 NBT: Number and Operations in Base Ten
 MD: Measurement and Data
 G: Geometry

Common Core State Standards	Aligned Textbook Lessons/Activities
Counting and Cardinality (0-5) – suggested 20 days	
<p>K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)</p>	
<p>K.CC.A.1 Count to 100 by ones and by tens. (count by ones to 25)</p>	
<p>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. (rote counting 0-25, counting objects 0-5)</p> <ol style="list-style-type: none"> 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. (counting objects 0-5) 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 	

<p>in which they were counted. (0-5)</p> <p>c) Understand that each successive number name refers to a quantity that is one larger.</p>	
<p>K.CC.A.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). (counting objects and writing the numerical representation 0-10)</p>	
<p>K.OA.A.3 Decompose numbers less than or equal to 10 (0-5) 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>Geometry – Cluster Standard: Identify and describe shapes (squares, triangles, circles, rectangles, hexagons, cubes, cones, cylinders, and spheres) suggested 15 days</p>	
<p>K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p>	
<p>K.G.A.2 Correctly name shapes regardless of their orientations or overall size</p>	
<p>K.G.A.1 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>.</p>	
<p>K.G.B.4 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).</p>	
<p>K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	

