

Campbell County Schools

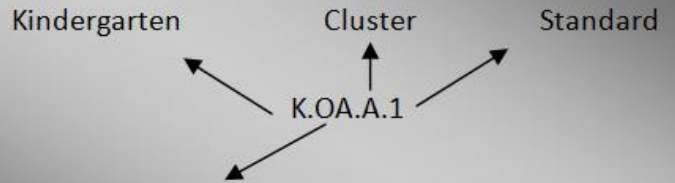
2nd Nine Weeks at-a-Glance

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 Standard	Aligned Textbook Lessons/Activities
Counting and Cardinality – suggested 27 days	
<p>K.CC.A.1 Count to 100 by ones and by tens. <i>(ones to 50, introduce counting by 10's)</i></p>	
<p>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. <i>(rote counting 0-50, counting objects 0-10, and writing 0-10)</i></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. <i>(counting objects 0-10)</i> 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 in which they were counted. <i>(0-10)</i> c. Understand that each successive number name refers to a quantity that is one larger. <i>(0-10)</i> 	

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. (0-10)	
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)	
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 $5 = 4 + 1$).	
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.)	
K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	
K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem.)	
Measurement – suggested 18 days	
K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For</i>	

<p><i>example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	
<p>K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>	
<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.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.)</p>	