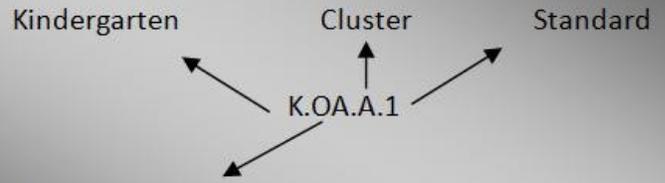


Campbell County Schools
3rd Nine Weeks at-a-Glance
Kindergarten Math

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
Unit 5 - Addition - suggested 15 days	
<p>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.)</p>	
<p>K.OA.A.5 Fluently add and subtract within 5.</p>	
<p>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 $5 = 4 + 1$).</p>	
<p>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.</p>	
<p>K.OA.A.2 Solve addition and</p>	

<p>subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>	
<p>Place Value with Tens and Ones – suggested 15 days</p>	
<p>K.CC.A.1 Count to 100 by ones and by tens. <i>(count by ones to 100)</i></p>	
<p>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ul 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. 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. c) Understand that each successive number name refers to a quantity that is one larger. 	
<p>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.</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).</p>	
<p>K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.</p>	
<p>K.NBT.A.1 Compose and decompose</p>	

<p>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.</p>			
Subtraction – suggested 15 days			
<p>K.O.A.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.)</p>			
<p>K.O.A.A.5 Fluently add and subtract within 5.</p>			
<p>K.O.A.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.</p>			