

**Focus Topic: CC –Counting and Cardinality**

TSW = The Student Will

| Objective(s)  | Common Core Alignment | Essential Questions   | Understandings   | Suggested Assessments                                      |
|---|-----------------------|---|--|--|
| <ul style="list-style-type: none"> <li>• TSW count to 100 by ones and by tens</li> </ul>  | K.CC.1                | Why use numbers?  | Numbers have a variety of uses.  | Ongoing observation & questioning during class discussions |
| <ul style="list-style-type: none"> <li>• TSW count forward beginning from a given number within the known sequence instead of having to begin at 1</li> </ul>                   | K.CC.2                | What do we use numbers for in real life?                    | Some real-world problems can be solved using known concepts, skills, and strategies. | Performance tasks  |
| <ul style="list-style-type: none"> <li>• TSW write numbers from 0 to 20</li> </ul>  | K.CC.3                | How would the world be different if we didn't have numbers? | Some real-world problems can be solved using known concepts, skills, and strategies. | Self-Assessment  |
| <ul style="list-style-type: none"> <li>• TSW represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)</li> </ul>                   | K.CC.3                | How much is enough?   |  | Literature Connections                                     |
| <ul style="list-style-type: none"> <li>• TSW understand the relationship between numbers and quantities</li> </ul>  | K.CC.4                | How are whole numbers used in daily life?                   |  | Multiple Choice  |
| <ul style="list-style-type: none"> <li>• TSW connect counting to cardinality</li> </ul>   | K.CC.4                |   |  |  |
| <ul style="list-style-type: none"> <li>• TSW count objects, say the number names in the standard order, pairing each object with one and only one number</li> </ul>             | K.CC.4                |   |  |  |
| <ul style="list-style-type: none"> <li>• TSW understand that the last number name said tells the number of objects counted</li> </ul>   | K.CC.4                |   |  |  |
| <ul style="list-style-type: none"> <li>• TSW understand that the number of objects is the same regardless of the arrangement or the order in which they were counted</li> </ul> | K.CC.4                |   |  |  |
| <ul style="list-style-type: none"> <li>• TSW understand that each successive number name refers to a quantity that is one larger</li> </ul>                                     | K.CC.4                |   |  |  |
| <ul style="list-style-type: none"> <li>• TSW count to answer "how many?" questions about as many as 20 things in an arrangement</li> </ul>                                      | K.CC.5                |   |  |  |
| <ul style="list-style-type: none"> <li>• TSW given a number from 1–20, count out</li> </ul>   | K.CC.5                |   |  |  |

|  |        |  |  |  |
|--|--------|--|--|--|
| that many objects  |        |  |  |  |
| <ul style="list-style-type: none"> <li>TSW identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group</li> </ul> | K.CC.6 |  |  |  |
| <ul style="list-style-type: none"> <li>TSW compare two numbers between 1 and 10 presented as written numerals</li> </ul>   | K.CC.7 |  |  |  |

**Focus Topic: OA – Operations and Algebraic Thinking**

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| Objective(s)   | Common Core Alignment | Essential Questions   | Understandings   | Suggested Assessments                                      |
|--|-----------------------|---|--|--|
| <ul style="list-style-type: none"> <li>TSW represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations</li> </ul> | K.OA.1                | How does knowing basic facts make problem solving easier?   | Knowing how to draw picture to solve problems is helpful in checking to see that answers make sense. | Ongoing observation & questioning during class discussions |
| <ul style="list-style-type: none"> <li>TSW solve addition and subtraction word problems including add and subtract within 10</li> </ul>  | K.OA.2                | How can addition help solve problems?   | Some real-world problems can be solved using known concepts, skills, and strategies.                 | Performance tasks  |
| <ul style="list-style-type: none"> <li>TSW decompose numbers less than or equal to 10 into pairs in more than one way (5 = 2 + 3 and 5 = 4 + 1)</li> </ul>   | K.OA.3                | How can I use the plus and minus symbols to help find the sum and difference of a group of numbers? | Most numbers can be described in terms of two parts in a variety of ways.                            | Self-Assessment  |
| <ul style="list-style-type: none"> <li>TSW find the number that makes 10 when added to the given number for any number from 1 to 9</li> </ul>  | K.OA.4                | What happens when you put objects together?   | Writing down all the possible ways of doing something is sometimes a good way to solve a problem.    | Literature Connections                                     |
| <ul style="list-style-type: none"> <li>TSW fluently add and subtract within 5</li> </ul>   | K.OA.5                |   |  | Projects   |

**Focus Topic: NBT – Number & Operations in Base Ten**

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| Objective(s)  | Common Core Alignment | Essential Questions                         | Understandings                                    | Suggested Assessments                                      |
|---|-----------------------|---|---|--|
| <ul style="list-style-type: none"> <li>TSW compose and decompose numbers from 11 to 19 into ten ones and some further ones</li> </ul>   | K.NBT.1               | What happens when you put objects together? | Patterns can be represented in a variety of ways. | Ongoing observation & questioning during class discussions |
| <ul style="list-style-type: none"> <li>TSW understanding that the above numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones (<math>18 = 10 + 8</math>)</li> </ul> | K.NBT.1               |   |   | Performance tasks<br><br>Self-Assessment                   |

**Focus Topic: MD – Measurement and Data**

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| Objective(s)   | Common Core Alignment | Essential Questions                                  | Understandings   | Suggested Assessments                                      |
|--|-----------------------|--|--|--|
| <ul style="list-style-type: none"> <li>TSW describe measurable attributes of objects, such as length or weight</li> </ul>  | K.MD.1                | What things would be impossible without measurement? | There are multiple means to solving most mathematical problems.  | Ongoing observation & questioning during class discussions |
| <ul style="list-style-type: none"> <li>TSW describe several measurable attributes of a single object</li> </ul>  | K.MD.1                | Why do we need standard units of measurement?        | Objects can be compared and ordered by size.   | Performance tasks  |
| <ul style="list-style-type: none"> <li>TSW 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 example, directly compare the heights of two children and describe one child as taller/shorter</i>)</li> </ul> | K.MD.2                | Is there such a thing as exact measurement?          | The area of a shape can be estimated and measured by counting how many square units it takes to cover the shape. | Self-Assessment  |
| <ul style="list-style-type: none"> <li>TSW classify objects into given categories</li> </ul>   | K.MD.3                |  |  | Literature Connections                                     |
| <ul style="list-style-type: none"> <li>TSW count the numbers of objects in each category and sort the categories by count</li> </ul>   | K.MD.3                |  |  | Projects   |

**Focus Topic: G –Geometry**

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| Objective(s)  | Common Core Alignment | Essential Questions   | Understandings  | Suggested Assessments                                      |
|---|-----------------------|---|---|--|
| <ul style="list-style-type: none"> <li>TSW 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></li> </ul>                                | K.G.1                 | What is the best shape? Why?                                    | Many everyday objects closely approximate standard geometric solids.          | Ongoing observation & questioning during class discussions |
| <ul style="list-style-type: none"> <li>TSW correctly name shapes regardless of their orientations or overall size</li> </ul>  | K.G.2                 | How would the world look if there were only (insert any shape)? | Solid figures have many properties which make them different from each other. | Performance tasks  |
| <ul style="list-style-type: none"> <li>TSW identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid")</li> </ul>  | K.G.3                 | If you created the world, what shapes would you use? Why?       |   | Self-Assessment  |
| <ul style="list-style-type: none"> <li>TSW analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (number of sides and vertices/"corners") and other attributes (having sides of equal length)</li> </ul> | K.G.4                 |   |   | Projects   |
| <ul style="list-style-type: none"> <li>TSW model shapes in the world by building shapes from components (sticks and clay balls) and drawing shapes</li> </ul>   | K.G.5                 |   |   | Literature Connections                                     |
| <ul style="list-style-type: none"> <li>TSW compose simple shapes to form larger shapes (<i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>)</li> </ul>  | K.G.6                 |   |   |  |

**Focus Topic: Mathematical Practices**

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| Objective(s)   |
|--|
| • TSW make sense of problems and persevere in solving them.            |
| • TSW reason abstractly and quantitatively.                            |
| • TSW construct viable arguments and critique the reasoning of others. |
| • TSW model with mathematics.  |
| • TSW use appropriate tools strategically.                             |
| • TSW attend to precision.   |
| • TSW look for and make use of structure                               |
| • TSW look for and express regularity in repeated reasoning.           |