



4<sup>th</sup> Quarter (p. 1 of 2)

**Solidifying the Foundations; Analyzing, Comparing, Creating, and Composing Shapes**

Students will solidify their understanding of how we use numbers to represent quantities and to model simple joining and separating situations. Students continue to compose and decompose the numbers 11-19 into ten ones and some further ones, gaining a solid foundation for place value. Students will demonstrate fluency of addition and subtraction within 5. Student will also build on their understanding of shapes. They will analyze and compare 2-D and 3-D shapes, create shapes, and discover that shapes can be composed of smaller shapes.

Essential Questions:

How can different strategies be helpful when solving problems?

What defines a shape?

How can I use shapes to make new shapes?

Why is ten an important number?

| Counting and Cardinality                         |   |
|--|---|
| <b>Know number names and the count sequence.</b> |   |
| <b>K.CC.1</b>                                    | Count to 100 by ones and by tens.<br><i>Minimum Quarterly Expectations: Rote count by 1's to 100; Rote count by 10's to 100</i>   |
| <b>K.CC.2</b>                                    | Count forward beginning from a given number within the known sequence (instead of having to begin at 1).  |
| <b>K.CC.3</b>                                    | 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).<br><i>Minimum Quarterly Expectations: Write numbers 0-20</i>   |
| <b>Count to tell the number of objects</b>       |   |
| <b>K.CC.4</b>                                    | Understand the relationship between numbers and quantities; connect counting to cardinality.  |
|  | <b>a.</b> 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>b.</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.   |
|  | <b>c.</b> Understand that each successive number name refers to a quantity that is one larger.  |
| <b>K.CC.5</b>                                    | 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.<br><i>Minimum Quarterly Expectations: Count to answer "how many" questions about as many as 20 objects...</i> |
| <b>Compare numbers</b>                           |   |
| <b>K.CC.6</b>                                    | 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)  |
| <b>K.CC.7</b>                                    | Compare two numbers between 1 and 10 presented as written numerals.   |

**4<sup>th</sup> Quarter** (p. 2 of 2)**Solidifying the Foundations; Analyzing, Comparing, Creating, and Composing Shapes**

| <b>Operations and Algebraic Thinking</b>   |   |
|--|---|
| <b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from</b> |   |
| <b>K.OA.1</b>  | Represent addition and subtraction with objects, fingers, mental images, drawings (details not needed), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.  |
| <b>K.OA.2</b>  | Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  |
| <b>K.OA.3</b>  | 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 $5 = 4 + 1$ ).  |
| <b>K.OA.4</b>  | 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.   |
| <b>K.OA.5</b>  | Fluently add and subtract within 5.   |
| <b>Numbers and Operations in Base Ten</b>  |   |
| <b>Work with numbers 11-19 to gain foundations for place value</b>   |   |
| <b>K.NBT.1</b>   | 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 (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. |
| <b>Geometry</b>  |   |
| <b>Analyze, compare, create, and compose shapes. *</b>   |   |
| <b>K.G.4</b>   | 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).  |
| <b>K.G.5</b>   | Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.  |
| <b>K.G.6</b>   | 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>   |

\*Builds upon prior knowledge and experiences with identifying and describing 2-D and 3-D shapes, as well as classifying and counting objects in categories. (K.G.1, K.G.2, K.G.3, & K.MD.3)

*Kindergarten students should see addition and subtraction equations, and student writing of equations in Kindergarten is encouraged, but it is not required.* (CCSSM, p.9 - Kindergarten Overview)