<table>
<tr><td colspan="2">Chapter 1: Represent, Count, and Write Numbers 0 to 5</td><td colspan="2">Time: August-September</td></tr>
<tr><td colspan="4">Standards Taught</td></tr>
<tr><td colspan="4">• K.CC.A. Know number names and the count sequence.
o 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).
• K.CC.B. Count to tell the number of objects.
o 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. (one-to-one correspondence)
o b. Understand that the last number name said tells the number of objects counted. (cardinality) The number of objects is the same regardless of their arrangement or the order in which they were counted.
o c. Understand that each successive number name refers to a quantity that is one larger.</td></tr>
<tr><td>Differentiation/Assessment:</td><td colspan="2">Classroom Management and Environment:</td><td>What will the students be doing?</td></tr>
<tr><td>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</td><td colspan="2">Our classroom is set up with each student having their own desk with whole group discussion.</td><td>• Reading the lessons
• Answering comprehension questions
• Participating in class discussions
• Using counters</td></tr>
<tr><td>Relevance</td><td colspan="2">Vocabulary</td><td>Assessments</td></tr>
<tr><td>Children will be able to count numbers 0 to 5 and begin understanding the different pairs of numbers that can be put together to make a total of 5.</td><td>- One
- Two
- Three
- Four
- Five
- Zero</td><td>- Match
- Pair
- And
- Larger
- Fewer
- More</td><td>• Workbook comprehension questions
• Class discussions
• Chapter Tests</td></tr>
<tr><td colspan="4">Essential Questions:
• How can you show and count 1 and 2 with objects?
• How can you count and write 1 and 2 with words and numbers?
• How can you show and count 3 and 4 with objects?
• How can you count and write 3 and 4 with words and numbers?
• How can you show and count up to 5 objects?
• How can you count and write up to 5 with words and numbers?
• How can you use two sets of objects to show 5 in more than one way?
• How do you know that the order of numbers is the same as a set of objects that is one larger?
• How do you solve problems using the strategy make a model?
• How can you identify and write 0 with words and numbers?
• How can you show, count, and write numbers 0 to 5?</td></tr>
</table>

<table>
<tr><td colspan="2">Chapter 2: Compare Numbers to 5</td><td colspan="2">Time: September 2019</td></tr>
<tr><td colspan="4">Standards Taught</td></tr>
<tr><td colspan="4">• K.CC.C.6 Compare numbers.
o 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. Include groups with up to ten objects</td></tr>
<tr><td>Differentiation/Assessment:</td><td colspan="2">Classroom Management and Environment:</td><td>What will the students be doing?</td></tr>
<tr><td>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</td><td colspan="2">Our classroom is set up with each student having their own desk with whole group discussion.</td><td>• Reading the lessons
• Answering comprehension questions
• Participating in class discussions
• Using counters</td></tr>
<tr><td>Relevance</td><td colspan="2">Vocabulary</td><td>Assessments</td></tr>
<tr><td>Children will extend their counting skills to comparing numbers, using terms greater than, less than, and equal to.</td><td>- Compare
- Greater
- Less
- Same Number</td><td>- Match
- More
- Fewer
- One
- Two</td><td>• Workbook comprehension questions
• Class discussions
• Chapter Tests</td></tr>
<tr><td colspan="4">Essential Questions:
• How can you use matching and counting to compare sets with the same number of objects?
• How can you compare sets when the number of objects in one set is greater than the number of objects in the other set?
• How can you compare sets when the number of objects in one set is less than the number of objects in the other set?
• How can you make a model to solve problems using a matching strategy?
• How can you use a counting strategy to compare sets of objects?
• How does matching help you compare sets?
• How does counting help you compare sets?</td></tr>
</table>

Chapter 3: Represent, Count and Write Number 6-9	**Time:** *September – October 2019*

Standards Taught

- K.CC. A.3 Know number names and the count sequence
  - 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)
- K.CC.B.5- Count to tell the number of objects.
  - 5. Count to answer "how many?"
- K.CC.C.6- Compare numbers-
  - 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. Include groups with up to ten objects.
- K.CC.C.7- Compare Numbers
  - 7. Compare two numbers between 1 and 10 presented as written numerals.

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	*Our classroom is set up with each student having their own desk with whole group discussion.*	• *Reading the lessons* • *Answering comprehension questions* • *Participating in class discussions* • *Using Counters*

Relevance	**Vocabulary**		**Assessments**
Children will be able to count the sequence as well as counting to tell the number of objects and build and understanding for the numbers 6 through 9.	- *Six* - *Seven* - *Eight* - *Nine* - *Counters*	- *And* - *Compare* - *Greater than* - *Less than*	• *Workbook comprehension questions* • *Class discussions* • *Chapter Test*

Essential Questions:

- *How can you show and count 6 objects?*
- *How can you count and write up to 6 with words and numbers?*
- *How can you show and count 7 objects?*
- *How can you count and write up to 7 with words and numbers?*
- *How can you show and count 8 objects?*
- *How can you count and write up to 8 with words and numbers?*
- *How can you show and count 9 objects?*
- *How ca you count and write up to 9 with words and numbers?*
- *How can you solve problems using the strategy draw a picture?*
- *How can you show numbers 6 to 9?*
- *How can you count numbers 6 to 9?*
- *How can you write numbers 6 to 9?*

Chapter 4- Represent and Compare Numbers to 10	**Time:** *October- November 2019*

Standards Taught

- K.CC.A. Know number names and the count sequence.
  - 2. Count forward beginning from any given number within 100 (instead of having to begin at 1). Count backwards beginning from any given number within 20.
  - 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).
- K.CC.B. Count to tell the number of objects.
  - 5. Count to answer "how many?"
- K.CC.C. Compare numbers.
  - 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. Include groups with up to ten objects.
  - 7. Compare two numbers between 1 and 10 presented as written numerals.
- K.OA.A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
  - 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).
  - 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.

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	*Our classroom is set up with each student having their own desk with whole group discussion.*	• *Reading the lessons* • *Answering comprehension questions* • *Participating in class discussions* • *Use Counters to make 0-10*

Relevance	**Vocabulary**		**Assessments**
Children will be able to count and model 10 using ten frames and counters. They will also be able to compare numbers using different methods.	- *Ten* - *Match* - *Pair* - *And* - *Compare*	- *Greater than* - *Less than*	• *Workbook comprehension questions* • *Class discussions* • *Chapter Test*

Essential Questions:

- *How can you show and count 10 objects?*
- *How can you count and write up to 10 with words and numbers?*
- *How can you use a drawing to make 10 from a given number?*
- *How can you count forward to 10 from a given number?*

- *How can you solve problems using the strategy make a model?*
- *How can you use counting strategies to compare sets of objects?*
- *How can you compare two numbers between 1 and 10?*
- *How can you count forward to 10?*
- *How can you show numbers from 1 to 10?*
- *How can using models help you compare two numbers?*

<table>
<tr><td colspan="2">Chapter 5: Addition</td><td colspan="3">Time: November 2019</td></tr>
<tr><td colspan="5">Standards Taught</td></tr>
<tr><td colspan="5">

K.OA.A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

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.)
2. Solve addition and subtraction word problems.

a. Solve addition and subtraction word problems (within 10), involving result unknown problems, put together/take apart total unknown, and put together/take apart addend unknown, e.g., using objects or drawings to represent the problem. (see appendix for K-2 Common Addition and Subtraction Situations)
b. Add and subtract within 10, eg., by using objects or drawings to represent the problem.

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).
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.
5. Fluently add and subtract within 5.

</td></tr>
<tr><td colspan="2">Differentiation/Assessment:</td><td colspan="2">Classroom Management and Environment:</td><td>What will the students be doing?</td></tr>
<tr><td colspan="2">Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</td><td colspan="2">Our classroom is set up with each student having their own desk with whole group discussion.</td><td>

Reading the lessons
Answering comprehension questions
Participating in class discussions
Use Counters

</td></tr>
<tr><td colspan="2">Relevance</td><td colspan="2">Vocabulary</td><td>Assessments</td></tr>
<tr><td colspan="2">Children will understand addition as putting together and adding to 10. They will model and complete addition sentences for number pairs to 10.</td><td>

Add
Is equal to
Plus
Pair
Six
Seven

</td><td>

Eight
Nine
Ten
Greater Than
Less Than

</td><td>

Workbook comprehension questions
Class discussions
Chapter Test

</td></tr>
<tr><td colspan="5">Essential Questions:

How can you show addition as adding to?
How can you show addition as putting together?
How can you solve problems using the strategy act it out?
How can you use objects and drawings to solve addition word problems?
How can you use a drawing to find the number that makes a ten from a given number?
How can you solve addition word problems and complete the addition sentence?

</td></tr>
</table>

- *How can you model and write addition sentences for number pairs for sums to 5?*
- *How can you model and write addition sentences for number pairs for sums of 6 and 7?*
- *How can you model and write addition sentences for number pairs for sums of 8?*
- *How can you model and write addition sentences for number pairs for sums of 9?*
- *How can you model and write addition sentences for number pairs for sums of 10?*

<table>
<tr><td colspan="3">Chapter 6: Subtraction</td><td colspan="2">Time: November- December 2019</td></tr>
<tr><td colspan="5">Standards Taught</td></tr>
<tr><td colspan="5">

K.OA.A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

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.)
2. Solve addition and subtraction word problems.

a. Solve addition and subtraction word problems (within 10), involving result unknown problems, put together/take apart total unknown, and put together/take apart addend unknown, e.g., using objects or drawings to represent the problem. (see appendix for K-2 Common Addition and Subtraction Situations)
b. Add and subtract within 10, eg., by using objects or drawings to represent the problem.

5. Fluently add and subtract within 5.

</td></tr>
<tr><td colspan="2">Differentiation/Assessment:</td><td colspan="2">Classroom Management and Environment:</td><td>What will the students be doing?</td></tr>
<tr><td colspan="2">Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</td><td colspan="2">Our classroom is set up with each student having their own desk with whole group discussion.</td><td>

Reading the lessons
Answering comprehension questions
Participating in class discussions
Use Counters

</td></tr>
<tr><td>Relevance</td><td colspan="2">Vocabulary</td><td colspan="2">Assessments</td></tr>
<tr><td>Children will understand subtraction as taking apart or taking from. Children will have an understanding of subtraction to complete subtraction sentences to represent a model.</td><td>

Minus
Subtract
Counters
Take Away

</td><td>

Is equal to
Plus

</td><td colspan="2">

Workbook comprehension questions
Class discussions
Chapter Test

</td></tr>
<tr><td colspan="5">Essential Questions:

How can you show subtraction as taking from?
How can you show subtraction as taking apart?
How can you solve problems using the strategy act it out?
How can you use objects and drawings to solve subtraction word problems?
How can you solve subtraction word problems and complete the equation?
How can you solve word problems using addition and subtraction?
How can you use number and symbols to show a subtraction sentence?
How can using objects and drawings help you solve word problems?
How can acting it out help you solve subtraction word problems?
How can using addition help you solve subtraction word problems?

</td></tr>
</table>

<table>
<tr><td colspan="2">Chapter 7: Represent, Count, and Write 11 to 19</td><td colspan="2">Time: December 2019 - January 2020</td></tr>
<tr><td colspan="4">Standards Taught</td></tr>
<tr><td colspan="4">• K.CC.A. Know number names and the count sequence
o 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).
• K.NBT.A. Work with numbers 11 – 19 to gain foundations for place value.
o 1. 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.</td></tr>
<tr><td>Differentiation/Assessment:</td><td colspan="2">Classroom Management and Environment:</td><td>What will the students be doing?</td></tr>
<tr><td>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</td><td colspan="2">Our classroom is set up with each student having their own desk with whole group discussion.</td><td>• Reading the lessons
• Answering comprehension questions
• Participating in class discussions
• Use Counters</td></tr>
<tr><td>Relevance</td><td colspan="2">Vocabulary</td><td>Assessments</td></tr>
<tr><td>Children will be able to count, write, and represent numbers 11-19. They will be working on place value when learning to count by 10s.</td><td>- Eleven
- Twelve
- Thirteen
- Fourteen
- Fifteen</td><td>- Sixteen
- Seventeen
- Eighteen
- Nineteen
- ones</td><td>• Workbook comprehension questions
• Class discussions
• Chapter Test</td></tr>
<tr><td colspan="4">Essential Questions:
• How can you use objects to show 11 and 12 as ten ones and some more ones?
• How can you count and write 11 and 12 with words and numbers?
• How can you use objects to show 13 and 14 as ten ones and some more ones?
• How can you count and write 13 and 14 with words and numbers?
• How can you use objects to show 15 as ten ones and some more ones and show 15 as a number?
• How can you solve problems using the strategy draw a picture?
• How can you use objects to show 16 and 17 as ten ones and some more ones?
• How can you count and write 16 and 17 with words and numbers?
• How can you use objects to show 18 and 19 as ten ones and some more ones?
• How can you count and write 18 and 19 with words and numbers?
• How can you show, read, and write numbers 11 to 19?
• How can you show the teen numbers as 10 and some more?</td></tr>
</table>

<table>
<tr><td colspan="2">Chapter 8: Represent, Count, and Write 20 and Beyond</td><td colspan="2">Time: January- February 2020</td></tr>
<tr><td colspan="4">Standards Taught</td></tr>
<tr><td colspan="4">

K.CC.A. Know number names and the count sequence

1. Count to 100 by ones and by tens.
2. Count forward beginning from any given number within 100 (instead of having to begin at 1). Count backwards beginning from any given number within 20
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).

K.CC.B. Count to tell the number of objects.

5. Count to answer “how many?”

a. When counting, answer questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or and as many as 10 things in a scattered configuration.
b. Given a number(s) from 1–20, count out that many objects

K.CC.C. Compare numbers

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. Include groups with up to ten objects.
7. Compare two numbers between 1 and 10 presented as written numerals.

</td></tr>
<tr><td>Differentiation/Assessment:</td><td colspan="2">Classroom Management and Environment:</td><td>What will the students be doing?</td></tr>
<tr><td>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</td><td colspan="2">Our classroom is set up with each student having their own desk with whole group discussion.</td><td>

Reading the lessons
Answering comprehension questions
Participating in class discussions
Use Counters

</td></tr>
<tr><td>Relevance</td><td colspan="2">Vocabulary</td><td>Assessments</td></tr>
<tr><td>Children will be able to model and count 1-20. Then count to 100 by ones and tens using a hundred chart.</td><td>

Tens
Twenty
Fifty
One hundred

</td><td>

Sets
Ones
Compare
Numbers one – nineteen

</td><td>

Workbook comprehension questions
Class discussions
Chapter Test

</td></tr>
<tr><td colspan="4">Essential Questions:

How can you show and count 20 objects?
How can you count and write up to 20 with words and numbers?
How can you count forward to 20 from a given number?
How can you solve problems using the strategy make a model?
How does the order of numbers help you to count to 50 by ones?
How does the order of numbers help you to count to 100 by ones?
How can you count to 100 by tens on a hundred chart?
How can you use the tens to count to 100?
How can you show and write numbers to 20?

</td></tr>
</table>

<table>
<tr><td colspan="3">Chapter 9: Identify and Describe Two Dimensional Shapes</td><td colspan="2">Time: February – March 2020</td></tr>
<tr><td colspan="5">Standards Taught</td></tr>
<tr><td colspan="5">• K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
o 2. Correctly name shapes regardless of their orientations or overall size
• K.G.B. Analyze, compare, create, and compose shapes
o 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).
o 6. Compose simple shapes to form larger shapes.</td></tr>
<tr><td colspan="2">Differentiation/Assessment:</td><td colspan="2">Classroom Management and Environment:</td><td>What will the students be doing?</td></tr>
<tr><td colspan="2">Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</td><td colspan="2">Our classroom is set up with each student having their own desk with whole group discussion.</td><td>• Reading the lessons
• Answering comprehension questions
• Participating in class discussions
• Use shapes</td></tr>
<tr><td>Relevance</td><td colspan="2">Vocabulary</td><td colspan="2">Assessments</td></tr>
<tr><td>Children will be able to count vertices and sides of a variety of shapes in order to classify them into alike and different categories.</td><td>- Alike
- Circle
- Curve
- Different
- Hexagon
- Vertices</td><td>- Rectangle
- Sides
- Square
- Triangle
- Vertex, corner</td><td colspan="2">• Workbook comprehension questions
• Class discussions
• Chapter Test</td></tr>
<tr><td colspan="5">Essential Questions:
• How can you identify and name circles?
• How can you describe circles?
• How can you identify and name squares?
• How can you describe squares?
• How can you identify and name triangles?
• How can you describe triangles?
• How can you identify and name rectangles?
• How can you describe rectangles?
• How can you identify and name hexagons?
• How can you describe hexagons?
• How can you use the words alike and different to compare two dimensional shapes?
• How can you solve problems using the strategy draw a picture?
• How can knowing the number of sides and vertices of two-dimensional shapes help you identify shapes?</td></tr>
</table>

<table>
<tr><td colspan="2">Chapter 10: Identify and Describe Three Dimensional Shapes</td><td colspan="2">Time: March- April 2020</td></tr>
<tr><td colspan="4">Standards Taught</td></tr>
<tr><td colspan="4">

K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to
2. Correctly name shapes regardless of their orientations or overall size
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

K.G.B. Analyze, compare, create, and compose shapes

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).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

</td></tr>
<tr><td>Differentiation/Assessment:</td><td colspan="2">Classroom Management and Environment:</td><td>What will the students be doing?</td></tr>
<tr><td>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</td><td colspan="2">Our classroom is set up with each student having their own desk with whole group discussion.</td><td>

Reading the lessons
Answering comprehension questions
Participating in class discussions
Use shapes

</td></tr>
<tr><td>Relevance</td><td colspan="2">Vocabulary</td><td>Assessments</td></tr>
<tr><td>Children will be able to identify and describe three dimensional shapes and recognize how many flat and curved surfaces a shape has.</td><td>
- Above
- Behind
- Below
- Next to
- In front of
- Cone
- Cube
- Beside
</td><td>
- Curved surface
- Flat surface
- Roll
- Slide
- Sphere
- Stack
- Cylinder
- Three dimensional shapes
</td><td>

Workbook comprehension questions
Class discussions
Chapter Test

</td></tr>
<tr><td colspan="4">Essential Questions:

How can you show which shapes stack, roll, or slide?
How can you identify, name, and describe spheres?
How can you identify, name, and describe cubes?
How can you identify, name, and describe cylinders?
How can you identify, name, and describe cones?

</td></tr>
</table>

- *How can you solve problems using strategy use logical reasoning?*
- *How can you model shapes in the real world?*
- *How can you use the terms above and below to describe shapes in the environment?*
- *How can you use the terms beside and next to to describe shapes in the environment?*
- *How can you use the terms in front of and behind to describe shapes in the environment?*
- *How can you describe three-dimensional shapes?*
- *How can you sort three-dimensional shapes?*

<table>
<tr><td colspan="2">Chapter 11: Measurement</td><td colspan="3">Time: April 2020</td></tr>
<tr><td colspan="5">Standards Taught</td></tr>
<tr><td colspan="5">• K.MD.A. Describe and compare measurable attributes.
o 1. Describe measurable attributes of a single object or objects, such as length, weight, or size.
o 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.</td></tr>
<tr><td>Differentiation/Assessment:</td><td colspan="2">Classroom Management and Environment:</td><td colspan="2">What will the students be doing?</td></tr>
<tr><td>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</td><td colspan="2">Our classroom is set up with each student having their own desk with whole group discussion.</td><td colspan="2">• Reading the lessons
• Answering comprehension questions
• Participating in class discussions
• Use cubes
• Use scales - weight</td></tr>
<tr><td>Relevance</td><td colspan="2">Vocabulary</td><td colspan="2">Assessments</td></tr>
<tr><td>Children will be able to compare numbers representing lengths, heights, and weights. They will be able to use terms such as (“taller than”, “shorter than”, “heavier than”, and “lighter than”.)</td><td>- Heavier
- Lighter
- Longer
- Shorter</td><td>- Taller
- Same height
- Same length
- Same weight</td><td colspan="2">• Workbook comprehension questions
• Class discussions
• Chapter Test</td></tr>
<tr><td colspan="5">Essential Questions:
• How can you compare the lengths of two objects?
• How can you compare the heights of two objects?
• How can you solve problems using the strategy draw a picture?
• How can you compare the weights of two objects?
• How can you describe several ways to measure one object?
• How can you lengths of objects?
• How can you compare the height of objects?
• How can you compare the weight of objects?</td></tr>
</table>

<table>
<tr><td colspan="2">Chapter 12: Classify and Sort</td><td colspan="2">Time: April – May 2020</td></tr>
<tr><td colspan="4">Standards Taught</td></tr>
<tr><td colspan="4">• K.MD.B. Classify objects and count the number of objects in each category.
o 3. Classify objects into given categories; count the number of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10
• K.MD.C. Work with time and money
o 4. Identify a penny and understand that the value is one. Count pennies within 20.</td></tr>
<tr><td>Differentiation/Assessment:</td><td colspan="2">Classroom Management and Environment:</td><td>What will the students be doing?</td></tr>
<tr><td>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</td><td colspan="2">Our classroom is set up with each student having their own desk with whole group discussion.</td><td>• Reading the lessons
• Answering comprehension questions
• Participating in class discussions
• Use shapes
• Use crayons</td></tr>
<tr><td>Relevance</td><td colspan="2">Vocabulary</td><td>Assessments</td></tr>
<tr><td>Children will be able to sort objects and count the number of objects in a particular group and answer questions such as “which category has more?”.</td><td>- Red
- Green
- Blue
- Yellow
- Classify
- Category</td><td>- Shape
- Size
- Small
- Big
- Graph</td><td>• Workbook comprehension questions
• Class discussions
• Chapter Test</td></tr>
<tr><td colspan="4">Essential Questions:
• How can you classify and count objects by color?
• How can you decide what objects belong in a group?
• When you sort objects by color, what do you do?
• How can you classify and count objects by shape?
• How can you classify and count objects by size?
• How can you make a graph to count objects that have been classified into categories?
• How can you read a graph to count objects that have been classified into categories?
• What is a graph?
• What can a graph show you?
• How do you display information on a graph?</td></tr>
</table>