

Know number names and the count sequence		
K.CC.1	Count to 100 by ones and by tens.	Manipulatives/Materials: Number line, 100s chart; CGI strategies; HC lessons: 3.8, 4.5, 6.4, 7.6, 7.7, 7.9; Vocabulary: number pattern, skip counting, extend, pattern, number line, forward, backward, count on, count back, zero
K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Manipulatives/Materials: Number line, 100s chart; CGI strategies; HC lessons: 3.8, 4.5, 6.4, 7.6, 7.7, 7.9; Vocabulary: number pattern, skip counting, extend, pattern, number line, forward, backward, count on, count back, zero
Count to tell the number of objects		
K.CC.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).	Manipulatives/Materials: Connecting Cubes, Tally Marks, CGI strategies; HC lessons: 4.1, 4.2, 4.3, 4.4; Vocabulary: tally marks, set, the number "10"
K.CC.4 *	Understand the relationship between numbers and quantities; connect counting to cardinality.	
	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.	Manipulatives/Materials: Connecting Cubes, Tally Marks, CGI strategies; HC lessons: 4.1, 4.2, 4.3, 4.4; Vocabulary: tally marks, set, the number "10"
	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.	Manipulatives/Materials: Connecting Cubes, Tally Marks, CGI strategies; HC lessons: 4.1, 4.2, 4.3, 4.4; Vocabulary: tally marks, set, the number "10"
	c. Understand that each successive number name refers to a quantity that is one larger.	Manipulatives/Materials: Connecting Cubes, Tally Marks, CGI strategies; HC lessons: 4.1, 4.2, 4.3, 4.4; Vocabulary: tally marks, set, the number "10"
K.CC.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.	Manipulatives/Materials: Connecting Cubes, Tally Marks, CGI strategies; HC lessons: 4.1, 4.2, 4.3, 4.4; Vocabulary: tally marks, set, the number "10"

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Common Core Standard Materials / References
Compare numbers

K.CC.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)	Manipulatives/Materials: connecting cubes, flash cards, number line; CGI strategies; HC lessons: 3.1, 3.2, 3.3; Vocabulary: compare, greater than, less than, equal to, same, order
K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.	Manipulatives/Materials: connecting cubes, flash cards, number line; CGI strategies; HC lessons: 3.1, 3.2, 3.3; Vocabulary: compare, greater than, less than, equal to, same, order

Classify objects and count the number of objects in categories

K.MD.3	Classify objects into given categories; count the numbers of objects (less than or equal to 10) in each category and sort the categories by count.	Manipulatives/Materials: shapes, chain links, teddy bears, cubes, etc.; CGI strategies; HC lessons: 1.6, 1.7, 4.3; Vocabulary: sort, attribute, data, information, graph, organize, display
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Identify and describe shapes

K.G.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.	Manipulatives/Materials: objects to model and describe the position of; CGI strategies; HC lessons: 1.1, 1.2, 1.3, 1.4, 1.5; Vocabulary: above, below, inside, outside, on, beside, between, upside-down, behind, in back of, in front of
K.G.2	Correctly name shapes regardless of their orientations or overall size.	Manipulatives/Materials: shapes (square, circle, triangle, rectangle, hexagon); CGI strategies; HC lessons: 1.5; Vocabulary: square, circle, triangle, rectangle, hexagon
K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Manipulatives/Materials: cubes, cones, cylinders, spheres; CGI strategies; HC lessons: 5.1, 5.2, (1st grade lessons 15.1, AR4 [p. 543-544]); Vocabulary: cube, cone, cylinder, sphere

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 1

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ALIGNMENT NOTES

K.CC.1, 2

These standards are taught throughout the year, not just at the beginning of the year.

Counting

In this module, count up to 10 objects only.

Common Core Standard	Materials / References
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Count to tell the number of objects		
K.CC.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).	Manipulatives/Materials: Connecting Cubes, Tally Marks, CGI strategies; HC lessons: 4.1, 4.2, 4.3, 4.4; Vocabulary: tally marks, set, the number "10"
K.CC.4 *	Understand the relationship between numbers and quantities; connect counting to cardinality.	
	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.	Manipulatives/Materials: Connecting Cubes, Tally Marks, CGI strategies; HC lessons: 4.1, 4.2, 4.3, 4.4; Vocabulary: tally marks, set, the number "10"
	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.	Manipulatives/Materials: Connecting Cubes, Tally Marks, CGI strategies; HC lessons: 4.1, 4.2, 4.3, 4.4; Vocabulary: tally marks, set, the number "10"
	c. Understand that each successive number name refers to a quantity that is one larger.	Manipulatives/Materials: Connecting Cubes, Tally Marks, CGI strategies; HC lessons: 4.1, 4.2, 4.3, 4.4; Vocabulary: tally marks, set, the number "10"
K.CC.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.	Manipulatives/Materials: Connecting Cubes, Tally Marks, CGI strategies; HC lessons: 4.1, 4.2, 4.3, 4.4; Vocabulary: tally marks, set, the number "10"
Work with numbers 11-19 to gain foundations for place value		
K.NBT.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.	Manipulatives/Materials: base ten blocks; CGI strategies; HC lessons: 10.3, 10.4, 10.5; Vocabulary: place value, ones, tens, grouping, compose, decompose

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Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	
K.OA.1 *	<p>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.</p>
(A). Addition	<p>Manipulatives/Materials: flash cards, connecting cubes and other objects to count with; CGI strategies; HC lessons: 11.2, 11.3, 11.4; Vocabulary: numbers, number words (1-10), addition, subtraction, counting on, counting back, sum, difference, plus (+), minus (-), equal, how many in all, greater, less, combine, separate, strategy</p>
(B). Subtraction	<p>Manipulatives/Materials: flash cards, connecting cubes and other objects to count with; CGI strategies; HC lessons: Chapters 11-12; Vocabulary: numbers, number words (1-10), addition, subtraction, counting on, counting back, sum, difference, plus (+), minus (-), equal, how many in all, greater, less, combine, separate, strategy</p>
K.OA.3	<p>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>
K.OA.4	<p>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>

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Common Core Math Curriculum Map

TEXARKANA SCHOOL DISTRICT - KINDERGARTEN MATH

2011 - 2012

Module 2 - Math	Start: 10/17/2011	Teaching Days: 40	Test: 8/2/2011 (No TLI Test)	End: 12/16/2011
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Common Core Standard	Materials / References
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Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	
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K.OA.5	Fluently add and subtract within 5.	Manipulatives/Materials: flash cards, connecting cubes and other objects to count with; CGI strategies; HC lessons: Chapters 11-12; Vocabulary: numbers, number words (1-10), addition, subtraction, counting on, counting back, sum, difference, plus (+), minus (-), equal, how many in all, greater, less, combine, separate, strategy
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End of Module 2

ALIGNMENT NOTES

Counting

In this module, count 11 to 20 objects (reviewing 1-10 in the process).

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Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

K.OA.1 * 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.

(A). Addition	Manipulatives/Materials: flash cards, connecting cubes and other objects to count with; CGI strategies; HC lessons: Chapters 11-12; Vocabulary: numbers, number words (1-10), addition, subtraction, counting on, counting back, sum, difference, plus (+), minus (-), equal, how many in all, greater, less, combine, separate, strategy
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(B). Subtraction	Manipulatives/Materials: flash cards, connecting cubes and other objects to count with; CGI strategies; HC lessons: Chapters 11-12; Vocabulary: numbers, number words (1-10), addition, subtraction, counting on, counting back, sum, difference, plus (+), minus (-), equal, how many in all, greater, less, combine, separate, strategy
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K.OA.2 * Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

(A). Addition	Manipulatives/Materials: flash cards, connecting cubes and other objects to count with; CGI strategies; HC lessons: Chapters 11-12; Vocabulary: numbers, number words (1-10), addition, subtraction, counting on, counting back, sum, difference, plus (+), minus (-), equal, how many in all, greater, less, combine, separate, strategy
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(B). Subtraction	Manipulatives/Materials: flash cards, connecting cubes and other objects to count with; CGI strategies; HC lessons: Chapters 11-12; Vocabulary: numbers, number words (1-10), addition, subtraction, counting on, counting back, sum, difference, plus (+), minus (-), equal, how many in all, greater, less, combine, separate, strategy
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Common Core Standard	Materials / References
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Describe and compare measurable attributes	
K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Manipulatives/Materials: scales, balances, cups, paper clips, yarn, etc; CGI strategies; HC lessons: Chapter 9; Vocabulary: length, long, longer, short, shorter, taller, more, less, weight, mass, heavier, lighter, bigger, smaller, capacity
K.MD.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. For example, directly compare the heights of two children and describe one child as taller/shorter.	Manipulatives/Materials: objects to compare; CGI strategies; HC lessons: 1.6, 1.7; Vocabulary: alike, different, attribute, same/same as, more of, less, taller, shorter
Classify objects and count the number of objects in categories	
K.MD.3 Classify objects into given categories; count the numbers of objects (less than or equal to 10) in each category and sort the categories by count.	Manipulatives/Materials: shapes, chain links, teddy bears, cubes, etc.; CGI strategies; HC lessons: 1.6, 1.7, 4.3; Vocabulary: sort, attribute, data, information, graph, organize, display
Identify and describe shapes	
K.G.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.	Manipulatives/Materials: objects to model and describe the position of; CGI strategies; HC lessons: 1.1, 1.2, 1.3, 1.4, 1.5; Vocabulary: above, below, inside, outside, on, beside, between, upside-down, behind, in back of, in front of
K.G.2 Correctly name shapes regardless of their orientations or overall size.	Manipulatives/Materials: shapes (square, circle, triangle, rectangle, hexagon); CGI strategies; HC lessons: 1.5; Vocabulary: square, circle, triangle, rectangle, hexagon
K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Manipulatives/Materials: cubes, cones, cylinders, spheres; CGI strategies; HC lessons: 5.1, 5.2, (1st grade lessons 15.1, AR4 [p. 543-544]); Vocabulary: cube, cone, cylinder, sphere

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Analyze, compare, create, and compose shapes	
K.G.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).
K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
K.G.6	Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

Manipulatives/Materials: environmental objects (ball, cone, soda can, etc.); CGI strategies; HC lessons: 1.5, 5.1, 5.2, (3rd grade lesson 21.1); Vocabulary: square, circle, triangle, rectangle, hexagon, cone, cube, cylinder, sphere, two-dimensional, three-dimensional, analyze, compare, sides, vertices/"corners", (having sides of) equal (length)
Manipulatives/Materials: physical materials (toothpicks, pretzel sticks, modeling clay, etc); CGI strategies; HC lessons: N/A; Vocabulary: two-dimensional, lines, corners/vertices
Manipulatives/Materials: pattern blocks, tangrams; CGI strategies; HC lessons: 1st grade lessons 15.5, AR 6 p. 547-548; Vocabulary: join, manipulate (rotate, flip, arrange, etc.); Other Resources: HC Mega Math "Ship Shapes"

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 3

ALIGNMENT NOTES

Shapes
Review K.G.1,2,3 before moving on to K.G.4,5,6.

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Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	
K.OA.2 *	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
(A). Addition	Manipulatives/Materials: flash cards, connecting cubes and other objects to count with; CGI strategies; HC lessons: Chapters 11-12; Vocabulary: numbers, number words (1-10), addition, subtraction, counting on, counting back, sum, difference, plus (+), minus (-), equal, how many in all, greater, less, combine, separate, strategy
(B). Subtraction	Manipulatives/Materials: flash cards, connecting cubes and other objects to count with; CGI strategies; HC lessons: Chapters 11-12; Vocabulary: numbers, number words (1-10), addition, subtraction, counting on, counting back, sum, difference, plus (+), minus (-), equal, how many in all, greater, less, combine, separate, strategy
K.OA.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.OA.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.

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TEXARKANA SCHOOL DISTRICT - KINDERGARTEN MATH

2011 - 2012

Module 4 - Math Start: 3/12/2012 Teaching Days: 49 Test: 8/2/2011 (No TLI Test) End: 5/25/2012

Common Core Standard **Materials / References**

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

K.OA.5	Fluently add and subtract within 5.	Manipulatives/Materials: flash cards, connecting cubes and other objects to count with; CGI strategies; HC lessons: Chapters 11 -12; Vocabulary: numbers, number words (1-10), addition, subtraction, counting on, counting back, sum, difference, plus (+), minus (-), equal, how many in all, greater, less, combine, separate, strategy
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Work with numbers 11-19 to gain foundations for place value

K.NBT.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.	Manipulatives/Materials: base ten blocks; CGI strategies; HC lessons: 10.3, 10.4, 10.5; Vocabulary: place value, ones, tens, grouping, compose, decompose
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End of Module 4

ALIGNMENT NOTES

Review
This is all a review to solidify addition, subtraction, and base ten.

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