**Blackwater Community School Curriculum Map 2016-2017**

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| **Kindergarten Quarter 1 (46 days)** | | | | | |
| **Count Numbers to 10**  **Approximately 40 Instructional days – August 2nd – October 7th.**  In Kindergarten, students will begin to analyze and observe their world and articulate their observations. Reason and dialogue begin immediately. Students will order, count, and write up to ten objects to answer “how many?” questions in a variety of configurations. (linear, array, circular and scattered) | | | | | |
| **Major Clusters:** | | | **K.CC.A – Know number names and the count sequence. K.CC.B – Count to tell the number of objects.**  **K.OA.A – Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** | | |
| Supporting Clusters: | | | K.MD.B – Classify objects and count the number of objects in categories. | | |
| Vocabulary | | | Exactly the same, Not exactly the same, The same but…, Match, Sort, How many, Hidden partners, Counting path, Number story, Zero, Number sentence, 5-group, Rows, Columns, Number path, 1 more, 1 less | | |
| **Domain** | **Cluster** | **Standard** | **Arizona’s College and Career Ready Standards** | **Explanations & Examples** | **Notes & Resources** |
| **K.CC** | **A** | **3** | Write numbers from 0–20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).  *K.MP.2.* Reason abstractly and quantitatively.  *K.MP.7.* Look for and make use of structure.  *K.MP.8.* Look for and express regularity in repeated reasoning. | Students should be given multiple opportunities to count objects and recognize that a number represents a specific quantity. Once this is established, students begin to read and write numerals (numerals are the symbols for the quantities). The emphasis should first be on quantity and then connecting quantities to the written symbols.  Examples:   * A sample unit sequence might include:   1. Counting up to 20 objects in many settings and situations over several weeks.   2. Beginning to recognize, identify, and read the written numerals, and match the numerals to given sets of objects. | **Engage NY**  M1 Lessons 12-28  Appears again in Unit 5.  **These lessons are limited to 0-10.**  **10-20 is addressed in Unit 5.** |

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|  |  |  |  | * 1. Writing the numerals to represent counted objects.   Since the teen numbers are not written as they are said, teaching the teen numbers as one group of ten and extra ones is foundational to understanding both the concept and the symbol that represents each teen number. For example, when focusing on the number “14,” students should count out fourteen objects using one-to-one correspondence and then use those objects to make one group of ten and four extra ones. Students should connect the representation to the symbol “14.” | **enVision**  Topic 1,2,3  <http://www.bwcs.k12.az.us/> |
| **K.CC** | **B** | **4** | Understand the relationship between numbers and quantities; connect counting to cardinality.   1. 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. 2. 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. 3. Understand that each successive number name refers to a quantity that is one larger.   *K.MP.2.* Reason abstractly and quantitatively.  *K.MP.7.* Look for and make use of structure.  *K.MP.8.* Look for and express regularity in repeated reasoning. | This standard focuses on one-to-one correspondence and how cardinality connects with quantity.  **Example:**   * When counting three bears, the student should use the counting sequence, “1-2-3,” to count the bears and recognize that “three” represents the group of bears, not just the third bear. A student may use an interactive whiteboard to count objects, cluster the objects, and state, “This is three”.   In order to understand that each successive number name refers to a quantity that is one larger, students should have experience counting objects, placing one more object in the group at a time.  **Examples:**   * Using cubes, the student should count the existing group, and then place another cube in the set. Some students may need to re-count from one, but the goal is that they would count on from the existing number of cubes. S/he should continue placing one more cube at a time and identify the total number in order to see that the counting sequence results in a quantity that is one larger each time one more cube is placed in the group.   A student may use a clicker (electronic response system) to communicate his/her count to the teacher. | **Engage NY**  M1 Lessons 4-37  Appears again in Unit 5.  **These lessons are limited to 0-10.**  **10-20 is addressed in Unit 5.**  **enVision**  Topic 1,3,5  <http://www.bwcs.k12.az.us/> |

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| **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.  *K.MP.2.* Reason abstractly and quantitatively.  *K.MP.7.* Look for and make use of structure.  *K.MP.8.* Look for and express regularity in repeated reasoning. | Students should develop counting strategies to help them organize the  counting process to avoid re-counting or skipping objects.  **Examples**:   * If items are placed in a circle, the student may mark or identify the starting object. * If items are in a scattered configuration, the student may move the objects into an organized pattern. * Some students may choose to use grouping strategies such as placing objects in twos, fives, or tens (note: this is not a kindergarten expectation). * Counting up to 20 objects should be reinforced when collecting data to create charts and graphs.   A student may use a clicker (electronic response system) to communicate  his/her count to the teacher. | **Engage NY**  M1 Lessons 7-37  Appears again in Unit 5.  **These lessons are limited to 0-10.**  **10-20 is addressed in Unit 5.**  **enVision**  Topic 1  <http://www.bwcs.k12.az.us/> |
| **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).  *K.MP.1*. Make sense of problems and persevere in solving them.  *K.MP.2*. Reason abstractly and quantitatively.  *K.MP.4*. Model with mathematics. *K.MP.7*. Look for and make use of structure.  *K.MP.8*. Look for and express regularity in repeated reasoning. | This standard focuses on number pairs which add to a specified total, 1-  10. These number pairs may be examined either in or out of context.  Students may use objects such as cubes, two-color counters, square tiles,  etc. to show different number pairs for a given number. For example, for  the number 5, students may split a set of 5 objects into 1 and 4, 2 and 3,  etc.  Students may also use drawings to show different number pairs for a  given number. For example, students may draw 5 objects, showing  how to decompose in several ways.  https://vpn.azed.gov/vdesk/filemanager/nogzip/download.php3/koa%203.gif?Z=47,2  Sample unit sequence:   * A contextual problem (word problem) is presented to the | **Engage NY**  M1 Lessons 7-11  Appears again in Unit 4.  **Decomposing is**  **limited to within 5 in this unit.**  **The entire standard is found in Unit 4.**  **enVision**  Topic 9  <http://www.bwcs.k12.az.us/> |

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|  |  |  |  | students such as, “Mia goes to Nan’s house. Nan tells her she may have 5 pieces of fruit to take home. There are lots of apples and bananas. How many of each can she take?”   * Students find related number pairs using objects (such as cubes or two-color counters), drawings, and/or equations. Students may use different representations based on their experiences, preferences, etc. * Students may write equations that equal 5 such as:   o 5=4+1  o 3+2=5  o 2+3=4+1  This is a good opportunity for students to systematically list all the  possible number pairs for a given number. For example, all the  number pairs for 5 could be listed as 0+5, 1+4, 2+3, 3+2, 4+1, and  5+0. Students should describe the pattern that they see in the  addends, e.g., each number is one less or one than the previous  addend. |  |
| K.MD | B | 3 | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10).  *K.MP.2.* Reason abstractly and quantitatively.  *K.MP.7.* Look for and make use of structure. | Possible objects to sort include buttons, shells, shapes, beans, etc. after  sorting and counting, it is important for students to:   * explain how they sorted the objects; * label each set with a category; * answer a variety of counting questions that ask, “How many …”; * compare sorted groups using words such as, “most”, “least”, “alike” and “different”. | **Engage NY**  M1 Lessons 1-6  Appears again in Unit 2.  **enVision**  Topic 13  <http://www.bwcs.k12.az.us/> |