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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Counting and Cardinality** | | | | | |
| **CLUSTER** | Know number names and the count sequence | | | | | |
| **K.CC.1** | Count to 100 by ones and by tens. | | | | | |
| **Lesson Topic:** | **Target Type:** | X |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Count (verbal sequence only) to 100 by ones starting at 1.  2. Count (verbal sequence only) to 100 by 10’s starting at 10. |  | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can count to 100 by 1’s.  2. I can count to 100 by 10’s. |  | |  |  |
| **Activities/ Resources** | Calendar, Use 100’s grid and/or number line to show patterns, use dimes to help explain counting by tens, You tube video of counting by tens | | | | |
| **Vocabulary** | Ones, tens, place value | | | | |
| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Counting and Cardinality** | | | | | |
| **CLUSTER** | Know number names and the count sequence | | | | | |
| **K.CC.2** | Count forward beginning from a given number within the known sequence (instead of having to begin at 1). | | | | | |
| **Lesson Topic:** | **Target Type:** | X |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Count forward by 1’s beginning with another number other than 1 (verbal sequence only). |  | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can count by 1’s beginning with any number. |  | |  |  |
| **Activities/ Resources** | Calendar, number lines, 100’s grid, Monster Squeeze, | | | | |
| **Vocabulary** | Forward, number, ones | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Counting and Cardinality** | | | | | |
| **CLUSTER** | Know number names and the count sequence | | | | | |
| **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). | | | | | |
| **Lesson Topic:** | **Target Type:** | X |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Write numerals 0 to 20  2. Write the number that represents a given number of objects from 0-20. |  | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can write numbers 0 to 20.  2. I can write the number that matches the number of objects. |  | |  |  |
| **Activities/ Resources** | White board, playdoh, shaving cream, Number grids, dot cards/flashing number patterns write number shown, Handwriting without Tears, Number writing rhymes | | | | |
| **Vocabulary** | Numeral, objects | | | | |
| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Counting and Cardinality** | | | | | |
| **CLUSTER** | Count to tell the number of objects | | | | | |
| **K.CC.4abc** | 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.  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.  c. Understand that each successive number name refers to a quantity that is one larger. | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | X |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Represent quantities using numbers and represent numbers using quantities  . | 1. Match each object with one and only one number name and each number with one and only one object.  2. Recognize the number of objects is the same regardless of their arrangement or the order in which they were counted.  3. Realize that the last number name said tells the number of objects counted.  4. Generalizes that each successive number name refers to a quantity that is one larger. | | 1. When counting objects, say the number names in order while matching each object with a number. |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1a. I can match numbers to objects.  1b. I can match objects to numbers. | 1. I can match objects as I count. (one to one correspondence)  2. I can identify that the number of objects is the same no matter how they are shown or counted.  3. I can understand that the last number spoken tells the number of objects counted.  4. I can understand that as I count the numbers get larger. | | 1. I can say the number names in order while counting objects.  (one to one correspondence) |  |
| **Activities/ Resources** | Beans, pasta, etc., working in groups, | | | | |
| **Vocabulary** | Generalize, realize, objects, larger/bigger/greater, match, one to one correspondence | | | | |
| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Counting and Cardinality** | | | | | |
| **CLUSTER** | Count to tell the number of objects | | | | | |
| **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. | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Count up to 20 objects that have been arranged in a line, rectangular array, or circle  2. Count as many as 10 items in a scattered configuration | 1. Match each object with one and only one number name and each number with one and only one object  2. Conclude that the last number of the counted sequence signifies the quantity of the counted collection. | | 1. Given a number from 1-20, count out that many objects. |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can count up to 20 objects that have been arranged in order. (line, (rectangular array, or circle)  2. I can count 10 objects in any order (scattered configuration. | 1. I can match objects as I count. (one to one correspondence) 2. I can understand that the last number spoken tells the number of objects counted. | | 1. I can count out objects to 20 when given a number. |  |
| **Activities/ Resources** | Bears, counters, etc., dot cards( color code the beginning number green and the ending number red) | | | | |
| **Vocabulary** | Line, circle, scattered, count out, one to one correspondence | | | | |
| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Counting and Cardinality** | | | | | |
| **CLUSTER** | 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.1  1 Include groups with up to ten objects. | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Describe greater than, less than, or equal to. | 1. Determine whether a group of 10 or fewer objects is greater than, less than, or equal to another group of 10 or fewer objects. | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can describe greater than, less than, or equal to. | 1. I can say if a group up to 10 objects is greater than, less than, or equal to another group. | |  |  |
| **Activities/ Resources** | Alligator, Monster Squeeze, Top It, Dice (who has the biggest number etc.) | | | | |
| **Vocabulary** | Describe, greater than, less than, equal to, group/set | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Counting and Cardinality** | | | | | |
| **CLUSTER** | Compare Numbers | | | | | |
| **K.CC.7** | Compare two numbers between 1 and 10 presented as written numerals. | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Know the quantity of each numeral. | 1. Determine whether a written number is greater than, less than, or equal to another written number. | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can show the quantity of each number. | 1. I can decide if a written number is greater than, less than, or equal to another written number. | |  |  |
| **Activities/ Resources** | Counters, ten frames, finger patterns, | | | | |
| **Vocabulary** | Numeral, quantity, greater than, less than, or equal to | | | | |
| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Operations and Algebraic Thinking** | | | | | |
| **CLUSTER** | 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, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.  2Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the standards.) | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | X |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Know adding is putting together parts to make the whole.  2. Know subtracting is taking apart or taking away from the whole to find the other part.  3. Know the symbols (+, -, =) and the words (plus, minus, equal) for adding and subtracting. | 1. Analyze addition or subtraction problem to determine whether to ‘put together’ or ‘take apart’.  2. Model an addition/subtraction problem given a real-life story. | | 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations in multiple ways, e.g., 2+3=5, 5=2+3, ||+|||=|||||, and vertically.  (Writing equations in kindergarten is not required but encouraged.) |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can understand that adding is putting together parts to make the whole.  2. I can understand subtracting is taking away from the whole to find the other part.  3. I can understand the symbols (+, -, =) and the words (plus, minus, equal) for adding and subtracting. | 1. I can determine whether to ‘put together’ or ‘take apart’ in an addition or subtraction problem.  2. I can show an addition/subtraction problem given a real-life story. | | 1. . I can make addition and subtraction problems in many ways. ( with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations in multiple ways, e.g., 2+3=5, 5=2+3, ||+|||=|||||, and vertically.)  (Writing equations in kindergarten is not required but encouraged.) | 1. |
| **Activities/ Resources** | Appearing and disappearing train game (EDM), Pocket problems (EDM), | | | | |
| **Vocabulary** | Parts, whole, +, -, =, plus, minus, equal, real life story/story problems | | | | |
| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Operations and Algebraic Thinking** | | | | | |
| **CLUSTER** | 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. | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Add and subtract within 10 (Maximum sum and minuend is 10) | 1. Solve addition and subtraction word problems within 10.  2. Use objects/drawings to represent an addition and subtraction word problem. | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can add and subtract to 10 (Maximum sum and minuend is 10) | 1. I can solve addition and subtraction word problems to 10.  2. I can use objects/drawings to represent an addition and subtraction word problem. | | 1. | 1. |
| **Activities/ Resources** | Draw number stories, Pocket Problems (EDM) | | | | |
| **Vocabulary** | Sum, difference, addition, subtraction, add, subtract, word problems, objects/drawings | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Operations and Algebraic Thinking** | | | | | |
| **CLUSTER** | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. | | | | | |
| **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). | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1.Solve addition number sentences within 10. | 1. Decompose numbers less than or equal to 10 into pairs in more than one way.  2. Use objects or drawings then record each composition by a drawing or writing an equation. | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can solve addition number sentences to 10. | 1.I can break apart numbers less than or equal to 10 into many pairs.  2. I can use objects/ drawings to write the number sentence/equation that matches my picture. | |  |  |
| **Activities/ Resources** | Tens frames, number patterns | | | | |
| **Vocabulary** | Number sentence, break apart, objects, equation, pairs | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Operations and Algebraic Thinking** | | | | | |
| **CLUSTER** | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. | | | | | |
| **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. | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Know that two numbers can be added together to make ten | 1. Using materials or representations, find the number that makes 10 when added to the given number for any number from 1 to 9, and record the answer using materials, representations, or equations. | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can show different ways to add to make 10. | 1. I can show how many more are needed to make 10 when given a number less than 10.  (record the answer using materials, representations, or equations.) | | 1. | 1. |
| **Activities/ Resources** | Tens frames, dot patterns | | | | |
| **Vocabulary** | Add, how many more, less | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Operations and Algebraic Thinking** | | | | | |
| **CLUSTER** | 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. | | | | | |
| **Lesson Topic:** | **Target Type:** | X |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Fluently with speed and accuracy add and subtract within 5. | 1. | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can quickly add and subtract to 5 correctly. | 1. | | 1. | 1. |
| **Activities/ Resources** | Around the world, mad minutes, tens frames, dot patterns, finger throws, | | | | |
| **Vocabulary** | Fluently, add, subtract, | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Numbers and Operations in Base Ten** | | | | | |
| **CLUSTER** | 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 and 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. | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | X |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Know that a (spoken) number (11-19) represents a quantity. | 1. Understand that numbers 11-19 are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones 2.Represent compositions or decompositions by a drawing or equation. | | 1. Compose numbers 11-19 into ten ones and some further ones using objects and drawings.  2. Decompose numbers 11-19 into ten ones and some further ones using objects and drawings. |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can say that a number (11-19) represents an amount.  . | 1. I can understand that numbers 11-19 are made up of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones  2 I can make a drawing or a number sentence/equation to show numbers 11-19 using tens and ones. | | 1. |  |
| **Activities/ Resources** | Tens and ones (EDM), finger patterns, bead racks | | | | |
| **Vocabulary** | Quantity, compose and decompose, equation/number sentence, tens, ones | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Measurement and Data** | | | | | |
| **CLUSTER** | Describe and compare measureable attributes | | | | | |
| **K.MD.1** | Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | | | | | |
| **Lesson Topic:** | **Target Type:** | X |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Know that objects have measurable attributes and know what they are called, such as length and weight.  2. Describe an object by using attributes such as: width, height, length, weight, etc.  3. Describe more than one measurable attribute of a single object. | 1. | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can understand objects can be measured using length and weight.  2. I can describe an object by using width, height, length, and weight. (etc)  3. I can measure objects in more than one way. | 1. | |  |  |
| **Activities/ Resources** | Scales, rulers, that quiz website, | | | | |
| **Vocabulary** | Measurement Attributes, length and weight, measurement, measure, width, height, standards units of measurement, non-standard units of measurement | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Measurement and Data** | | | | | |
| **CLUSTER** | Describe and compare measureable attributes | | | | | |
| **K.MD.2** | Directly compare two objects with a measureable 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. | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Know the meaning of the following words: more/less, taller/shorter, etc.  2. Know that two objects can be compared using a particular attribute. | 1. Compare two objects and determine which has more and which has less of the measureable attribute to describe the difference. | | 1. |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can tell the meaning of the words: more/less, taller/shorter. (etc)  2. I can tell how 2 objects can be compared using the same measurement. | 1. I can compare 2 objects and tell which has more and which has less. | |  |  |
| **Activities/ Resources** |  | | | | |
| **Vocabulary** | Similar, difference, measureable attributes, compare, more and less, taller, shorter, measurement | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Measurement and Data** | | | | | |
| **CLUSTER** | Classify objects and count the number of objects in each category. | | | | | |
| **K.MD.3** | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.3  3Limit category counts to be less than or equal to 10. | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | X |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Recognize non-measurable attributes such as shape, color  2. Recognize measurable attributes such as length, weight, height  3. Know what classify means  4. Know what sorting means  5. Know that a category is the group that an object belongs to according to a particular, selected attribute  6. Understand one to one correspondence with ten or less objects. Note: This target being included here depends on the ordering and grouping of content standards from Counting and Cardinality. | 1. Classify objects into categories by particular attributes | | 1. Count objects in a given group. Note: This is addressed in another content standard. K.CC.5. It is important to integrate standards to assist students with making connections and building deeper understanding.  2. Sort objects into categories then determine the order by number of objects in each category (limit category counts to be less than or equal to ten) For example, if m&m’s are categorized by the attribute of color, then are “sorted” or ordered by the number in each group (there are more red than green, the blue group has fewer than the green.) |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can identify that objects have attributes such as shape and color.  2. I can identify that objects have measurable attributes such as length, weight, height.  3. I can tell what classify means.  4. I can tell what sorting means  5. I can sort a group of objects by attributes.  6. I can understand one to one matching with ten or less objects. | 1. I can classify objects into groups using attributes. | | 1. I can count objects in a given group.  2. I can sort objects into groups then decide the number order. |  |
| **Activities/ Resources** | Promethean planet, colored attribute shapes, animals, etc | | | | |
| **Vocabulary** | Classify, sort, group, attribute, matching, one to one correspondence, length, weight, height, shape, color, identify | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Geometry** | | | | | |
| **CLUSTER** | Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). | | | | | |
| **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. | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Describe positions such as above, below, beside, in front of, behind, and next to. | 1. Determine the relative position of the 2-dimensional or 3-dimensional shapes within the environment, using the appropriate positional words. | |  | 1. |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can describe positions like above, below, beside, in front of, behind, and next to. | 1. I can tell the position of shapes using above, below, beside, in front of, behind, and next to.  (2-dimensional or 3-dimensional shape). | |  | 1. |
| **Activities/ Resources** | Simon Says, Promethean planet, Follow the leader, directional games, | | | | |
| **Vocabulary** | Positions, above, below, beside, in front of, behind, and next to, 2-dimensional or 3-dimensional shapes | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Geometry** | | | | | |
| **CLUSTER** | Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). | | | | | |
| **K.G.2** | Correctly name shapes regardless of their orientations or overall size. | | | | | |
| **Lesson Topic:** | **Target Type:** | X |  | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Know that size does not affect the name of the shape.  2. Know that orientation does not affect the name of the shape. | 1. | |  | 1. |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can tell that size does not change the name of the shape.  2. I can tell that a shapes’ position does not change the name of that shape. | 1. | |  | 1. |
| **Activities/ Resources** | Building Blocks software, geoboard, playdoh, | | | | |
| **Vocabulary** | squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres, position, size | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Geometry** | | | | | |
| **CLUSTER** | Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). | | | | | |
| **K.G.3** | Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify 2-dimensional shapes as lying in a plane and flat  2. Identify 3-dimensional shapes as a solid | 1. | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can identify that 2-dimensional shapes are flat.  2. I can identify that 3-dimensional shapes are a solid. | 1. | |  |  |
| **Activities/ Resources** | Real world objects | | | | |
| **Vocabulary** | two-dimensional flat or three-dimensional solid, | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Geometry** | | | | | |
| **CLUSTER** | 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). | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify and count number of sides, vertices/”corners”, and other attributes of shapes | 1. Describe similarities of various two- and three-dimensional shapes  2. Describe differences of various two- and three-dimensional shapes  3. Analyze and compare two-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, and other attributes (e.g. having sides of equal length).  4. Analyze and compare 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). | |  |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can identify and count number of:   * Sides * vertices/(corners) * other attributes of shapes | 1. I can tell how two- and three-dimensional shapes are alike.  2. I can tell how two- and three-dimensional shapes are different.  3. I can look at and compare two-dimensional shapes.  4. I can look at and compare three-dimensional shapes. | |  |  |
| **Activities/ Resources** | Geoboards, playdoh, craft sticks, toothpicks and marshmallows, | | | | |
| **Vocabulary** | two- and three-dimensional shapes, alike, different, sides, vertices/corners, attributes, compare | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Geometry** | | | | | |
| **CLUSTER** | Analyze, compare, create, and compose shapes. | | | | | |
| **K.G.5** | Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. | | | | | |
| **Lesson Topic:** | **Target Type:** |  | X | |  |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Recognize and identify (square, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres)  2. Identify shapes in the real world. | 1. Analyze the attributes of real world objects to identify shapes. | |  | 1. Construct shapes from components (e.g., sticks and clay balls)  2.Draw shapes |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can recognize and identify:   * square * circles * triangles * rectangles * hexagons * cubes * cones * cylinders * spheres   2. I can identify shapes in the real world. | 1. I can see shapes in real world objects. | |  | 1. I can make shapes from different things.  2. I can draw shapes. |
| **Activities/ Resources** | Shape hunt, Geoboards, playdoh, craft sticks, toothpicks and marshmallows, attribute blocks | | | | |
| **Vocabulary** | Square, circles, triangles, rectangles, hexagons, cubes, c ones, cylinders, spheres, real world, identify, recognize, shapes | | | | |

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| **Week(s)** | **KCAS** |  | | | **Grade Level/Course: Kindergarten Math** | | |
|  | **DOMAIN** | **Geometry** | | | | | |
| **CLUSTER** | Analyze, compare, create, and compose 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?” | | | | | |
| **Lesson Topic:** | **Target Type:** |  |  | | X |  |
|  | **Knowledge** | **Reasoning** | | **Performance Skill** | **Product** |
| **Teacher Targets:** | 1. Identify simple shapes  (squares, triangles, rectangles, hexagons) | 1. Analyze how to put simple shapes together to compose a new or larger shape. | | 1. Compose a new or larger shape using more than one simple shape. |  |
| **Gap Areas/ Skills:** | **Appropriate Assessment Method/ Formative – Summative Assessment Tasks:** | **Student Targets: (I can… statements)** | 1. I can identify  shapes:   * squares * triangles * rectangles * hexagons | 1. I can tell how to use simple shapes to make larger shape. | | 1. I can make a new shape using use simple shapes. |  |
| **Activities/ Resources** | Shape hunt, Geoboards, playdoh, craft sticks, toothpicks and marshmallows, attribute blocks | | | | |
| **Vocabulary** | Squares, triangles, rectangles, hexagons, simple shapes, | | | | |

Websites:

[www.thatquiz.com](http://www.thatquiz.com)

[www.dreambox.com](http://www.dreambox.com)

KCTM website

[www.prometheanplanet.com](http://www.prometheanplanet.com)

[www.youtube.com](http://www.youtube.com)

[www.teachertube.com](http://www.teachertube.com)

[www.abcya.com](http://www.abcya.com)

[www.starfall.com](http://www.starfall.com)

[www.discoveryeducation.com](http://www.discoveryeducation.com)

[www.brainpopjr.com](http://www.brainpopjr.com)