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| Time |  |  |
| Instr.  Weeks | \_\_ weeks | \_\_ weeks |
| Unit | **Unit 1*: Exploring Attributes and Shapes*** | **Unit 2: *Exploring Numbers*** |
| Essential Question | **How can objects be classified?** | **What are numbers? Why do we break numbers apart into tens and ones?** |
| Power Standards | K.MD.3 Classify object and count the number of objects in each category  K.G.1-3 Identify and describe shapes (squares, circles, triangles,  rectangles, hexagon, cubes, cones, cylinder, and spheres).  K.G.4-6 Analyze, compare, create and compose shapes | K.CC.4 Count to tell the number of objects  K.CC.6-7 Compare Numbers  K.OA.1-5 Understand addition as putting together and adding to and understand subtraction as taking apart and taking from |
| Focus Questions | What makes a square (circle, triangle, rectangle, hexagon) a square  (circle,...)  What shapes do we see in our environment?  How do we describe the position of objects relative to other objects?  What are some ways we can sort a group of objects? | How do we use numbers to count?  How do we use numbers to compare?  How do numbers relate to each other?  Why is five a special/helpful number?  What can help us to recognize numbers instantly and accurately without  counting (subitize)?  What does it mean to break apart (decompose) and to combine (compose)  numbers? |
| Vocabulary | sort and classify; attributes; two dimensional (squares, circles,  triangles, hexagons); relative positions (above, below, beside,  in front of , behind and next to) | 5 as an anchor number; Communicative Property; Comparing Numbers  Compensation; Compose/Decompose; Counting  Equivalence/Equals; Subitizing; One-to-One Correspondence;  Part-part-total; Quantity; Representing Numbers |
| Assess  ment |  |  |

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| Time |  |  |
| Instr.  Weeks | \_\_ weeks | \_\_ weeks |
| Unit | **Unit 3*: Exploring Measurement*** | **Unit 4: *Data and Data Representation*** |
| Essential Question | **How and why do we measure things?** | **How can I compare things?** |
| Power Standards | K.MD.1-2 Describe measurable attributes | K.CC.4-5 Count to tell the number of objects  K.CC.6-7 Compare Numbers  K.OA.1-5 Understand Addition as putting together and adding to, and understand subtraction and taking apart and taking from.  K.MD.3 Classify objects and count the number in each category |
| Focus Questions | Why are objects measured?  What attributes of an object can be measured?  What are different ways objects can be measured?  How can I tell which of two objects is longer than the other?  How can I tell which of two objects is heavier? | What questions can I investigate?  How can organize data I collect?  What are different ways I can represent the data I collect?  What do I see/notice about the data?  What questions can I ask about the data?  What questions can I answer with the data?  How does data help us make predictions? |
| Vocabulary | Attributes; Compare; Distance; Length; Measurable Attributes; Measure; Order; Sort; Weight | Attribute; Bar graph; Column; Compare; Concrete Graph;  Count; Data; Equal; Fewer; Graph; Less; More; Picture Graph;  Row; Sort; Same amount; Descriptive Words (small, big, rough,  smooth, bumpy and color) |
| Assess ment |  |  |

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| Time |  |  |
| Instr.  Weeks | \_\_ weeks | \_\_ weeks |
| Unit | **Unit 5: *Deepening and Extending Number*** | **Unit 6: *Exploring Attributes and Shapes*** |
| Essential Question | **What is addition and subtraction?** | **What are the different shapes in our world, and how are the same/different?** |
| Power Standards | K.CC.1-3 Know number names and the count sequence  K.CC.4-5 Count to tell the number of objects  K.CC.6-7 Compare numbers  K.OA.1-5 Understanding addition as putting together and adding to, and understand subtraction as taking apart and taking from.  K.NBT.1 Work with numbers 11-19 to gain foundations for place value | K.G.1-3 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).  K.G.4-6 Analyze, compare, create, and compose shapes |
| Focus Questions | What methods can we use to solve number stories?  How could you justify your answer to someone else?  What are some ways we can decompose numbers and show the same number in different ways?  How do teen numbers Jay the foundation for place value?  How might you recognize a number of objects (e.g. dots on cards)  without counting?  What is the difference between more and less? | What is the difference between a 2-dimensional and 3-dimensional shape?  What makes a cube (circle, sphere, cone, and cylinder) a cube (sphere...)?  What is the relationship between the vertices, edges and faces of a  3-dimensional figure?  What 3-dimensional shape do we see in our environment?  What shapes can we create by combining two or more shapes? |
| Vocabulary | Addend unknown situations; Cardinality; Compare; Complements of  ten; Compose; Conservation of numbers; Count; Decompose;  Equivalence; Ones; Part-part-total relationships; Put together/take  apart situations; subitize; Teen numbers; Ten | 2-dimensional; 3-dimensional; Attributes; Circles; Classify; Cone;  Cube; Curved Surface; Cylinder; Depth; Flat; Flat Surface;  Hexagon; Length; Pyramid; Rectangles; Rectangle prism;  Relative position; Solid; Sort; Sphere; Square; Triangle; Width |
| Assess ment |  |  |