

Mathematical Content: Numbers and Operations

<p>Essential Questions: What are numbers? How can I count forward from any number other than 1? How can I write numbers up to 20 and show numbers of objects from 0-20? What is the connection between numbers and quantity? How can I count objects saying the number names in order? When I count objects, how can I identify the total number counted? How can I use matching and counting strategies to: identify which number is larger, identify which number is smaller, tell if two groups have the same amount of objects</p>			
<p>Anchor: (A) Counting and Cardinality</p>			
Concepts	Competencies	Resources	Assessments
<ul style="list-style-type: none"> I can count to 100 by ones and by tens I can count starting at any given number I can write numbers from 0 to 20 and match numbers to the amount of things I count. 	<p>CC.2.1.K.A.1 Know number names and write and recite the count sequence</p>	<p>Teachers Edition Manual Student Work Book Assessment book Extra Practice Manual Enrichment Manual School to Home Connection Manipulatives Kit Everyday Counts Calendar Kit SAS website</p>	<p>District Adopted Published: Chapter 1 Assessment Chapter 2 Assessment Chapter 3 Assessment Chapter 4 Assessment Chapter 5 Assessment Chapter 6 Assessment Chapter 7 Assessment Chapter 8 Assessment Chapter 9 Assessment Chapter 10 Assessment Exact Path Benchmark Acadience ESGI</p>
<ul style="list-style-type: none"> I can count objects one by one and tell how many (up to 20) I understand that the last number I say is the number of objects there are 	<p>CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects</p>	<p>ST Math Exact Path Diagnostics</p>	

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<ul style="list-style-type: none"> • I understand that when I count, the number gets bigger by 1 • I can count to find out “how many” up to a group of 20 objects • Given a numeral 0-20, I can count out that number of objects 			
<ul style="list-style-type: none"> • I can tell whether a number of objects is greater than, less than, or equal to another group of objects • I can compare two written numbers 1-10 	<p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities</p>		
<p>Vocabulary: count, forward, zero, greater than, less than, equal, number names (zero to twenty)</p>			

<p>Essential Questions: How can I use drawings and objects to compose and separate numbers from 11-19? How can I figure out that the numbers between 11-19 are composed of ten ones and ones from 11-19? What is place value?</p>			
<p>Anchor: (B) Numbers and Operations in Base Ten</p>			
<p>Prerequisite Learning:</p>			
Concepts	Competencies	Resources	Assessments
<ul style="list-style-type: none"> I can show how many tens and how many ones a number between 11 and 19 has 	CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19	Teachers Edition Manual Student Work Book Assessment book Extra Practice Manual Enrichment Manual School to Home Connection Manipulatives Kit Everyday Counts Calendar Kit HMH ED SAS website ST Math Exact Path Diagnostics	<p>District Adopted Published: Chapter 6 Assessment Chapter 9 Assessment Exact Path Benchmark ESGI Acadience</p>
<p>Vocabulary: tens, ones, place value</p>			

<p>Essential Questions:</p>
<p>Anchor: (C) Numbers and Operations- Fractions</p>

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Prerequisite Learning:			
Concepts	Competencies	Resources	Assessments
	<i>Intentionally left blank</i>		
Vocabulary			

Mathematical Content: Algebraic Concepts

<p>Essential Questions: How can I show addition and subtraction with objects, fingers, mental images, drawings and sounds? How can I solve addition and subtraction word problems by adding and subtracting within 10? How can I use drawings and objects to solve an addition or subtraction problem within 10? When using numbers from 0-9, how can I use addition to come up with a total of 10 by using objects and drawings? How can I record answers to addition problems by using drawings and equations? How can I separate numbers less than or equal to 10 into pairs in more than one way? How can I easily add and subtract within 5?</p>			
<p>Anchor: (A) Operations and Algebraic Thinking</p>			
<p>Prerequisite Learning:</p>			
Concepts	Competencies	Resources	Assessments
<ul style="list-style-type: none"> • I can add and subtract with objects • I can solve addition and subtraction word problems, and add and subtract within 10 • I can decompose numbers less than or equal to 10 into pairs in more than one way • I can add to any number from one to nine to make ten • I can fluently add and subtract within 5 	<p>CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.</p>	<p>Teachers Edition Manual Student Work Book Assessment book Extra Practice Manual Enrichment Manual School to Home Connection Manipulatives Kit Everyday Counts Calendar Kit SAS website HMH ED ST Math Exact Path Diagnostics</p>	<p>District Adopted Published: Chapter 4 Assessment Chapter 7 Chapter 8 Exact Path Benchmark ESGI Acadience</p>

Vocabulary: addition, subtraction, more, less, total, number sentence			

Mathematical Content: Geometry

<p>Essential Questions: What is a: square, circle, triangle, rectangle, hexagon, cube, cone, cylinder and sphere? What is orientation of a shape? What is a two dimensional object? What is a three dimensional object? What is a plane? What is a solid? How can I compare and contrast 2 and 3 dimensional shapes? What are vertices? How can I make model shapes? What can happen when I join shapes?</p>			
Anchor: (A) Geometry			
Prerequisite Learning:			
Concepts	Competencies	Resources	Assessments
<ul style="list-style-type: none"> I can tell the position of an object using words like above, below, in front of, behind, and next to I can name shapes no matter what way they are turned I can tell which shapes are 2-D and flat, or 3-D and solid 	CC.2.3.K.A.1 Identify and describe two-and three-dimensional shapes	Teachers Edition Manual Student Work Book Assessment book Extra Practice Manual Enrichment Manual School to Home Connection Manipulatives Kit Everyday Counts Calendar Kit SAS website ST Math Exact Path Diagnostics	District Adopted Published: Chapter 5 Assessment Exact Path Benchmark Acadience ESGI

<ul style="list-style-type: none"> • I can compare the attributes of shapes • I can make 3-D shapes out of other shapes • I can put two shapes together to make a new shape 	<p>C.C.2.3.K.A.2 Analyze, compare, create, and compose two and three dimensional shapes</p>	
<p>Vocabulary: above, below, in front of, behind, next to, square, circle, rectangle, triangle, cube, cylinder, cone, sphere, flat shape, solid shape, corners, sides</p>		

Mathematical Content: Measurement, Data, and Probability

<p>Essential Questions: What are some ways I can measure objects? How can I compare measurements of objects to see which is more or less than the other? How can I classify objects into categories? How can I count single objects and then count the categories they are in</p>			
<p>Anchor: (A) Measurement and Data</p>			
<p>Prerequisite Learning:</p>			
Concepts	Competencies	Resources	Assessments
<ul style="list-style-type: none"> • I can describe attributes of objects such as length and weight • I can describe several attributes of a single object 	<p>CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p>	<p>Teachers Edition Manual Student Work Book Assessment book Extra Practice Manual Enrichment Manual School to Home Connection Manipulatives Kit Everyday Counts Calendar Kit SAS website</p>	<p>District Adopted/Published: Chapter 3 Assessment Chapter 10 Assessment Exact Path Benchmark ESGI Acadience</p>

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<ul style="list-style-type: none"> I can sort objects into categories 	CC.2.4.K.A.4 Classify objects and count the number of objects in each category		
Vocabulary: length, weight, more, less, taller, shorter, longer, larger, smaller, sort, area			