Mathematical Content: Numbers and Operations

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

Anchor: (A) Counting and Cardinality

Concepts	Competencies	Resources	Assessments
• 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.	CC.2.1.K.A.1 Know number names and write and recite the count sequence	Teachers Edition Manual Student Work Book Assessment book Extra Practice Manual Enrichment Manual School to Home Connection Manipulatives Kit Everyday Counts Calendar Kit ThinkCentral Tech. Platform SAS website	**District Adopted Published:** Chapter 1 Assessment Chapter 2 Assessment Chapter 4 Assessment Chapter 6 Assessment Chapter 8 Assessment Chapter 9 Assessment Chapter 12 Assessment Chapter 14 Assessment Chapter 15 Assessment Chapter 18 Assessment Chapter 20 Assessment
• 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 • I understand that	CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects		

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			
• 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	CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities		
Vocabulary: count, forward, zero, greater than, less than, equal, number names (zero to twenty)			

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 between11-19 are composed of ten ones and ones from 11-19? What is place value?			
Anchor: (B) Numbers and Operations in Base Ten			
Prerequisite Learning:			
Concepts	**Competencies**	**Resources**	**Assessments**
• 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 ThinkCentral Tech. Platform SAS website	**District Adopted Published:** Chapter 6 Assessment Chapter 14 Assessment
Vocabulary: tens, ones, place value			

Essential Questions:			
Anchor: (C) Numbers and Operations- Fractions			
Prerequisite Learning:			
Concepts	**Competencies**	**Resources**	**Assessments**
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Vocabulary			

Mathematical Content: Algebraic Concepts

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?

Anchor: (A) Operations and Algebraic Thinking

Prerequisite Learning:

Concepts	Competencies	Resources	Assessments
• 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	CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.	Teachers Edition Manual Student Work Book Assessment book Extra Practice Manual Enrichment Manual School to Home Connection Manipulatives Kit Everyday Counts Calendar Kit ThinkCentral Tech. Platform SAS website	**District Adopted Published:** Chapter 4 Assessment Chapter 12 Assessment Chapter 14 Assessment Chapter 17 Assessment Chapter 18 Assessment

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

Mathematical Content: Geometry

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?

Anchor: (A) Geometry

Prerequisite Learning:

Concepts	Competencies	Resources	Assessments
• 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 ThinkCentral Tech. Platform SAS website	**District Adopted Published:** Chapter 5 Assessment Chapter 7 Assessment
• I can compare the attributes of shapes	C.C.2.3.K.A.2 Analyze, compare, create, and compose two and		

• I can make 3-D shapes out of other shapes • I can put two shapes together to make a new shape	three dimensional shapes	
Vocabulary: above, below, in front of, behind, next to, square, circle, rectangle, triangle, cube, cylinder, cone, sphere, flat shape, solid shape, corners, sides		

Mathematical Content: Measurement, Data, and Probability

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			
Anchor: (A) Measurement and Data			
Prerequisite Learning:			
Concepts	**Competencies**	**Resources**	**Assessments**
• I can describe attributes of objects such as length and weight • I can describe several attributes of a single object	CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.	Teachers Edition Manual Student Work Book Assessment book Extra Practice Manual Enrichment Manual School to Home Connection Manipulatives Kit Everyday Counts Calendar Kit ThinkCentral Tech. Platform SAS website	**District Adopted/Published:** Chapter 1 Assessment Chapter 3 Assessment Chapter 5 Assessment Chapter 11 Assessment Chapter 15 Assessment Chapter 16 Assessment Chapter 19 Assessment

• 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		