

Getting Started

Kinder
Math



KinderMath™

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KinderMath Scope and Sequence

KinderMath's® scope and sequence presents the number of days you will spend on each unit. The individual teacher will need to map out the days per unit to your current school calendar. Please note that KinderMath was created with the teacher in mind, giving the freedom to rearrange the individual units within the curriculum at your discretion. The days listed per unit are merely a suggestion and can be shortened if necessary. You will want to base the number of days spent on each unit according to your students' current needs.

Unit One: Numbers 0-5	10 days of instruction
Unit Two: Sort and Classify.....	10 days of instruction
Unit Three: Numbers to 10.....	10 days of instruction
Unit Four: Compare Numbers to 10...	10 days of instruction
Unit Five: Measurement.....	10 days of instruction
Unit Six: Numbers 10-19.....	10 days of instruction
Unit Seven: 2D and 3D Shapes.....	10 days of instruction
Unit Eight: Numbers to 100.....	10 days of instruction
Unit Nine: Comparing Sets.....	10 days of instruction
Unit Ten: Addition to 10.....	10 days of instruction
Unit Eleven: Add. Word Problems.....	10 days of instruction
Unit Twelve: Subtraction to 10.....	10 days of instruction
Unit Thirteen: Graphing.....	10 days of instruction
Unit Fourteen: Time to Hour.....	10 days of instruction
Unit Fifteen: Money Values.....	10 days of instruction

Why KinderMath Units?

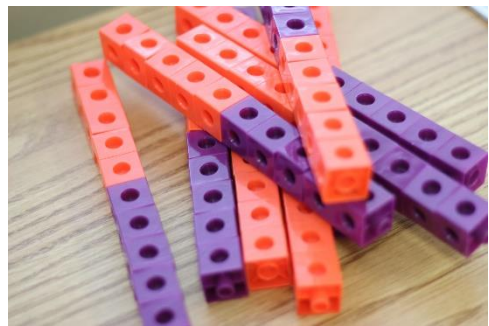
KinderMath units are teacher-created, kid-tested, and most importantly kid-approved! KinderMath takes away that monotonous way of teaching math where students sit and listen to the teacher TEACH math. Instead, KinderMath encourages guidance from the teacher while the students TEACH and LEARN math through hands-on and engaging math activities with their partners.

KinderMath units are made up of 10 instructional days each, but can be adjusted to fit your classroom needs. The units include a pre- and post-test as a way to ensure student growth over the unit.

These are just a few highlights you'll see using the KinderMath Units:



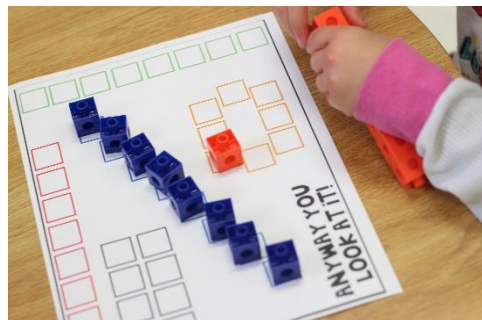
Kids...TALKING
about math



Use of
Manipulatives



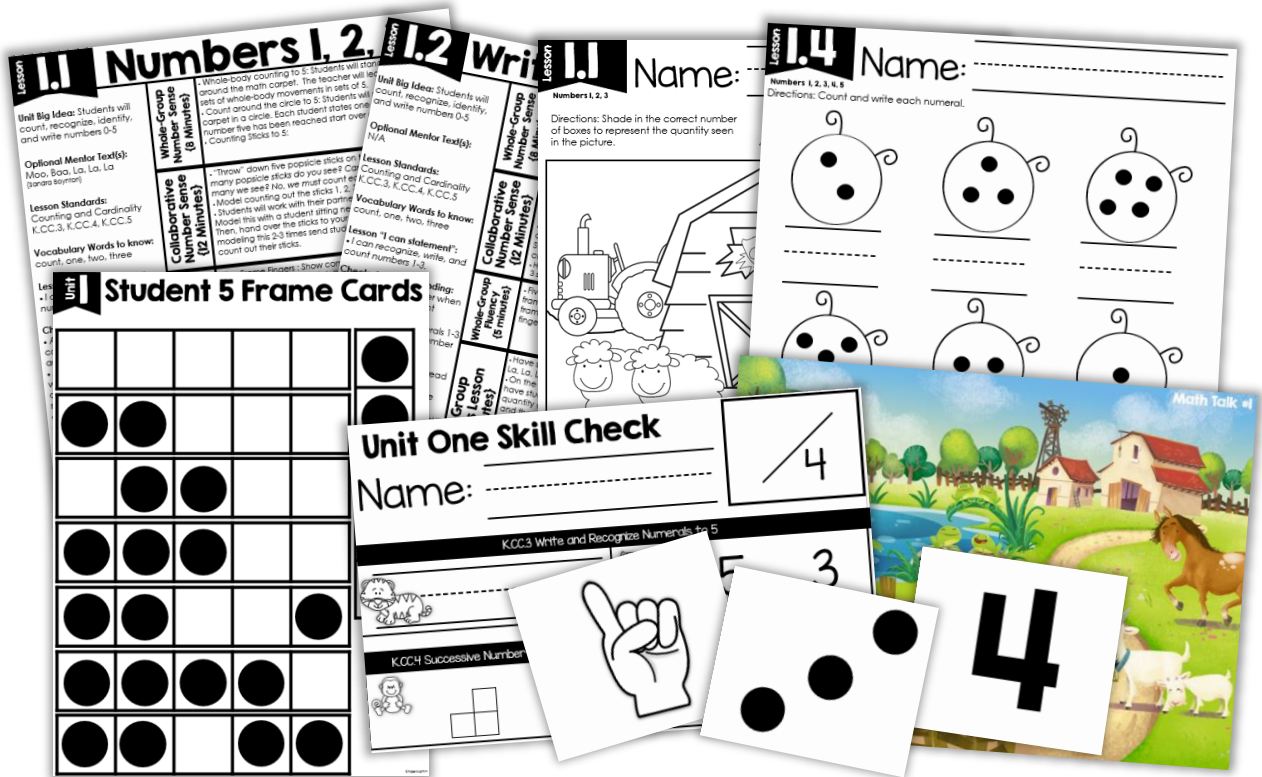
Fun +
Engaging



Requires
Critical Thinking!

Overview of a Unit

Below is a quick overview of how each unit will be set up. You will notice that you might see more than you can squeeze into one day. That is okay and what is best about KinderMath. KinderMath is made with the teacher in mind, so pick and choose from the material based on students' need.



A closer look at the unit: Within each unit of KinderMath you will receive 10 teaching lessons, or ten days of instruction. Each lesson will come with two blackline follow-up practice sheets as well. Along with the lessons and practice sheets, the unit will also include any and all student cards/hands-on materials needed for the students to be successful. The teacher will only need to provide the manipulatives, such as snap cubes or counters.

The units will also come with math talk images. These can be printed or displayed on an interactive whiteboard. Along with the necessary material for each week, KinderMath also comes with a pre-skills check and post-skills check for each unit.

Overview of the Lesson

Below is a quick overview of how each lesson is set up including the math lesson breakdowns and the main headers upon the left sidebar.

Whole-Group Number Sense: These will be 2-3 basic daily number sense routines the students and teacher will partake in daily.

Collaborative Number Sense: This is a number sense activity the students will work on in pairs.

Whole-Group Fluency: This is a QUICK way for students to build fluency daily.

Whole-Group Lesson: This is the "meat and potatoes" of your math lesson. This is where a new mathematical concept will be taught along with a math talk or read-aloud.

Collaborative Lesson Follow-Up: This is a way for students to work in a pair on the concepts taught in the whole-group lesson.

Independent Practice: This is where students will work independently to show mastery in the day's lesson.

The big idea of the entire unit.

Mentor Text also available in virtual resources.

Common Core Standards for the lesson.

Vocabulary words for the lesson.

Daily "I can" statement.

Ways for the teacher to check in on students' understanding of the lesson.

Stimulating critical question starters.

Material/prep list for the lesson.

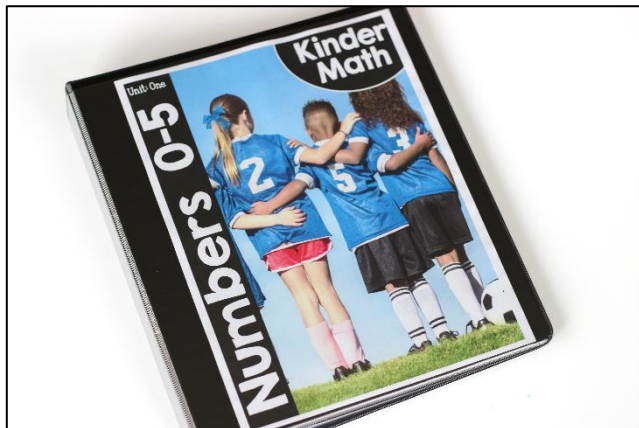
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Editable Lesson Plans

KinderMath units are made for the teacher! If you should need to edit your weekly lesson plans you will be able to. Included in the units will be two versions of editable plans. You will have the weekly lesson plans where you can edit the plans to fit your needs. Also included will be a completely blank version of lesson plans for you to create your own plans when needed. KinderMath promotes teacher flexibility. You will be able to customize the unit to fit the needs of your students.

Lesson 1.1 Numbers 1, 2, 3		Lesson 1.2 Write Numbers 1, 2, 3	
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Organizing the Units



KinderMath Unit organized in a 1/2" binder with sheet protectors

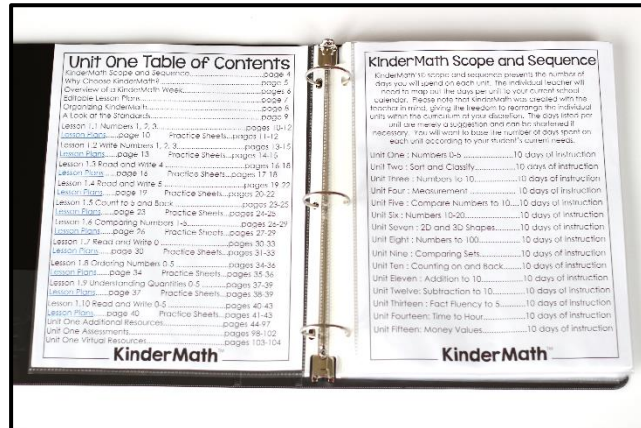
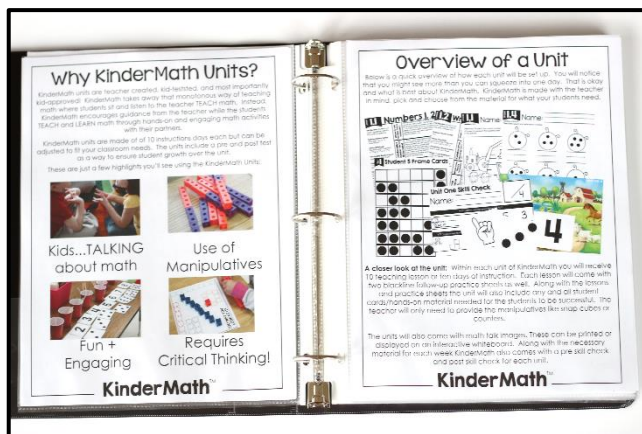
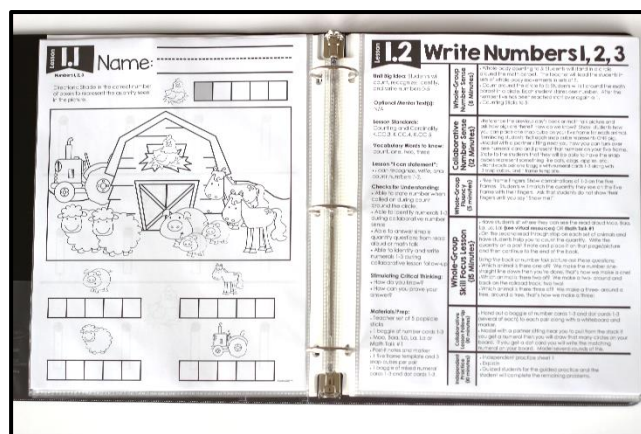


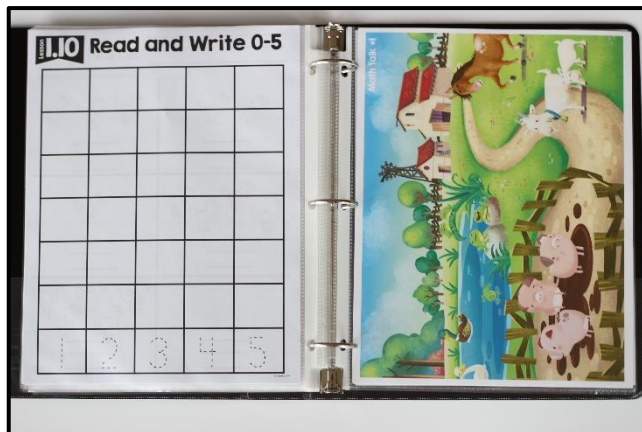
Table of Contents/Scope and Sequence



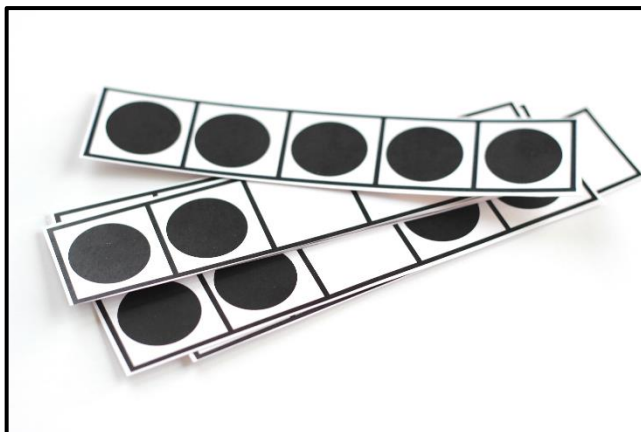
Overview of the Units



Lesson plans and practice sheets



Math Talks



Hands-on material

KinderMath™

A Look at the Standards

Week	K.CC.1	K.CC.2	K.CC.3	K.CC.4	K.CC.5	K.CC.6	K.CC.7	K.MD.1- K.MD.3	K.G.1- K.G.6	KNBT.1	K.OA.1- K.OA.4
Unit 1	X	X	X	X	X						
Unit 2	X	X	X	X	X			X			
Unit 3	X	X	X	X	X						X
Unit 4	X	X	X	X	X	X	X				X
Unit 5	X	X	X	X	X	X		X			X
Unit 6	X	X	X	X	X	X				X	X
Unit 7	X	X	X	X	X	X			X		X
Unit 8	X	X	X		X				X	X	X
Unit 9	X	X	X	X	X	X	X			X	X
Unit 10	X	X		X		X					X
Unit 11	X	X		X	X	X			X		X
Unit 12	X	X		X	X	X			X		X
Unit 13	X	X	X	X	X	X		X	X	X	X
Unit 14	X	X	X	X	X	X		X	X	X	X
Unit 15	X	X	X	X	X	X		X	X	X	X

Getting Started Unit in "Action"



Manipulative Books



Manipulative Certificates



Necessary manipulatives



Song posters

Getting Started: | This Is Math Time

Unit Big Idea: Students will get acquainted with the math block, mathematical concepts, and manipulatives.

Optional Mentor Text:
Chicka, Chicka 1, 2, 3 by Bill Martin Jr.

Lesson Standards:
Counting and Cardinality
K.CC.1

Vocabulary Words to Know:
number

Lesson "I Can" Statement:
• *I can recognize what a number is.*

Check for Understanding:
• Able to state any number when called on
• Able to answer simple questions from the read-aloud or math talk

Stimulating Critical Thinking:
• How do you know?
• Can you tell me more?

Materials/Prep:
• Playdough container for each student
• *Chicka Chicka 1, 2, 3* book

Whole-Group Skill Focus Lesson {15 Minutes}

- Ask students what they think math is? Ask, "Why is it so important?" Give them wait time. Talk about how math is all around us, and give them examples such as the door is a shape (rectangle), when we cook, we are measuring how much is needed for the recipe, when we buy something from the store, we are using money and adding, etc.
- Talk about what your math time will look like each day (your schedule: whole group lesson, exploration, independent practice, etc.). Tell them that math is so exciting, and you want to start off with a great story.
- Have students sit where they can see the read-aloud of *Chicka, Chicka 1, 2, 3* by Bill Martin Jr.
- Tell students to pay close attention to the story, as they will be detectives and try to figure out what the story was all about. Read through the text one time.
- After you finish the book, ask the students what the story was about. (Yes, NUMBERS!) Tell them, "We are going to begin to learn all about numbers. Can anyone tell me a number they heard in the story?" Have different students answer.
- Tell students what a turn and talk is. Have students practice a turn and talk by telling their partners numbers they heard in the story.
- Sing a number song together. (One little, two little, three little numbers, four little, five little, six little numbers, seven little, eight little, nine little numbers, ten little numbers)

Math Expectations {10 Minutes}

- Say, "Today, boys and girls, we are going to talk about something special. We are going to talk about what we do when we are using playdough. Raise your hand if you have played with playdough before." Show students the playdough container. Teach them how to open and shut the lid.
- Explain what happens when you don't close it.(You could have one that is dried out to show.)
- Show them ways to play with the playdough, such as rolling pieces into a ball or making snakes.
- Explain table play manners, sharing, table voices, etc.
- Tell students that each student is going to get his or her own container. Remind them that there should be no arguing over what color they get. Say, "You get what you get, and you don't throw a fit. Do not throw the playdough. It stays on the table(desk)." Tell them any other rules you might have for the use of playdough in your classroom.
- Pass out a playdough container to each student.

Hands-on Exploration {10 Minutes}

- Let students freely play with the playdough for five minutes. Then, have students practice rolling pieces into little balls for the last five minutes. Walk around and help students who aren't grasping it. This is important because you could have them roll playdough into balls as counters in five frames in Unit 1.
- Next, hand out a blank five frame card, and have students roll balls to find the five frame. Walk around and ask them how many balls they have at that given moment. Watch to see if they have one to one counting.

Numbers

(Tune: 10 Little Pumpkins)

One little, two little,
three little numbers,
four little, five little,
six little numbers,
seven little, eight little,
nine little numbers,
ten little numbers.

Getting
Started: 1

Roll and Fill Boards

Getting Started: 2 Teddy Bear, Teddy Bear

Unit Big Idea: Students will get acquainted with the math block, mathematical concepts, and manipulatives.

Optional Mentor Text:
"Teddy Bear, Teddy Bear"
by Tara West

Lesson Standards:
Counting and Cardinality
K.CC.1

Vocabulary Words to Know:
count, shape, pattern

Lesson "I Can" Statement:
• I can recognize colors and sizes of teddy bears.
• I can follow simple instructions given by the teacher.

Check for Understanding:
• Able to answer simple quantity questions from the read-aloud or math talk

Stimulating Critical Thinking:
• How do you know?
• Can you tell me more?

Materials/Prep:
• A cup of teddy bears for each student
• "Teddy Bear, Teddy Bear"
by Tara West

Math Expectations {10 Minutes}

- Start a classroom play expectation chart. Remind students that it is so important to have fun, but in order to have fun, they need to make sure that they follow certain rules in the classroom.
- Write "Classroom Play Expectations" at the top of chart paper. Ask students what some rules are that they think we should have when we are in a group. Call on a couple of students. Add the following to the chart: stay in one spot, play the whole time, play quietly, pick up the first time, be respectful of others, listen when the teacher is talking, and any others that might be necessary for your classroom setting.
- Let them know that they are getting ready to practice these expectations and that you really hope to see all of them having fun while being respectful to one another, as well as to yourself, the teacher.
- Remind them that rules are in place to keep them safe and so they can learn.

Whole-Group Skill Focus Lesson {15 Minutes}

- Sing "Teddy Bear, Teddy Bear" with students (completing the actions). *Teddy bear, teddy bear, Turn around! Teddy bear, teddy bear, Touch the ground! Teddy bear, teddy bear, Jump up high! Teddy bear, teddy bear, Touch the sky! Teddy bear, teddy bear, Bend down low! Teddy bear, teddy bear, Touch your toes! Teddy bear, teddy bear, Turn out the light! Teddy bear, teddy bear, Say good night!*
- Have students sit where they can see the read-aloud of "Teddy Bear, Teddy Bear".
- Show students a manipulative of a teddy bear. Tell students that they are going to hear a story about teddy bears. Say, "Throughout the story, we will learn how to play and take care of them. Listen carefully because we will be completing some activities with them as we read the story."
- Read the story. At this time, each student will need a cup of teddy bears to complete activities throughout the story. Students will use their teddy bears to do the following as you read each page: explore (pass out cups then), sort by color, sort by size, make a pattern, put teddy bears together as a pair to make a friend, make a circle, use the cup upside down as a den, put a certain number of bears in the den, and then explore on their own.

Hands-on Exploration {10 Minutes}

- Send students to their seats to explore the teddy bears in their cups on their own. Remind them of the expectations while working at their seats: voice level, play the whole time, stay in one spot, etc. Walk around and monitor student exploration.

Teddy Bear, Teddy Bear

Teddy bear, teddy bear,

Turn around!

Teddy bear, teddy bear,

Touch the ground!

Teddy bear, teddy bear,

Jump up high!

Teddy bear, teddy bear,

Touch the sky!

Teddy bear, teddy bear,

Bend down low!

Teddy bear, teddy bear,

Touch your toes!

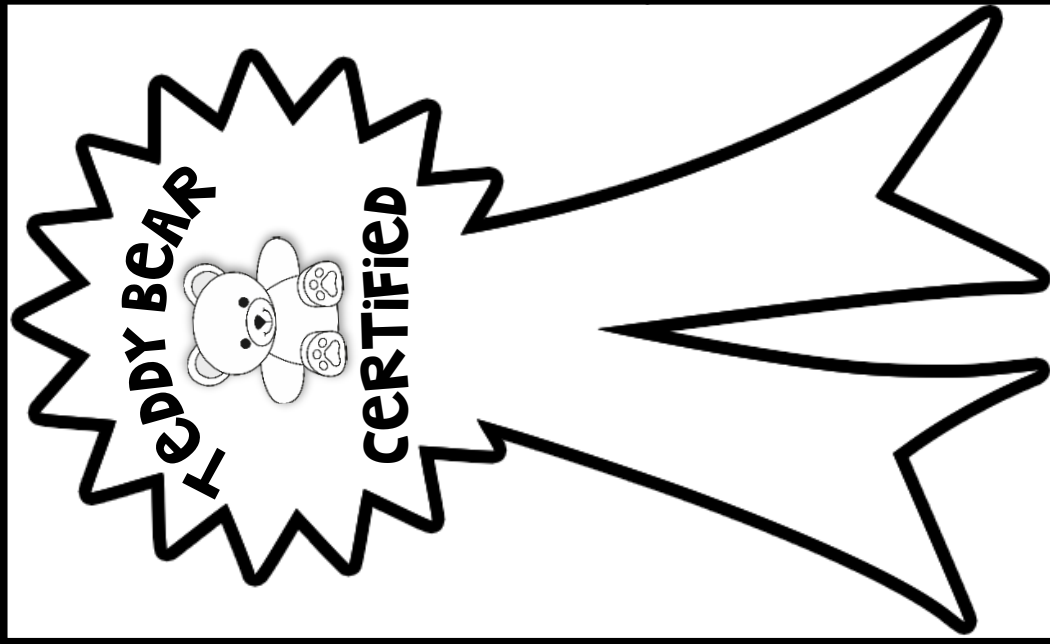
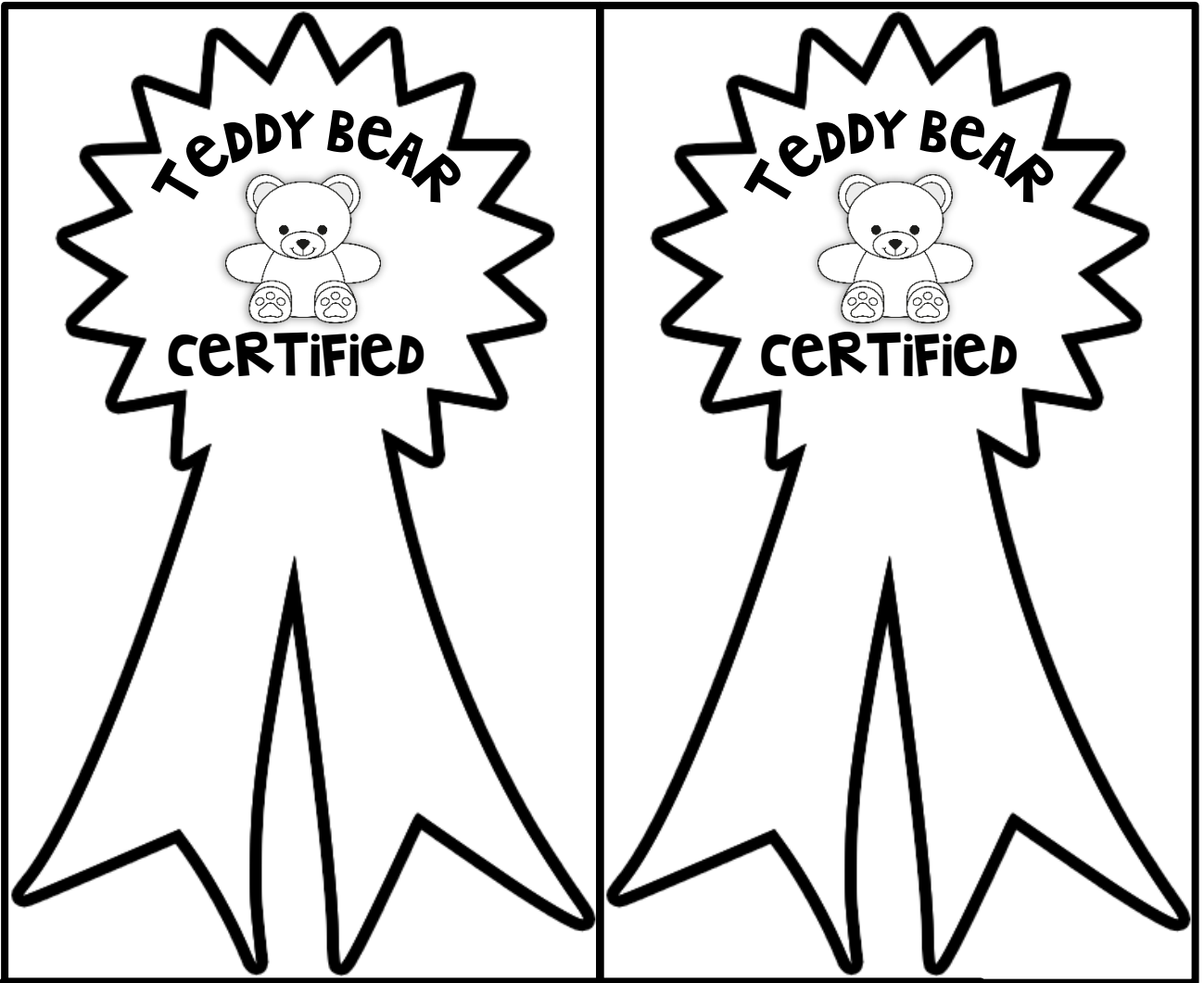
Teddy bear, teddy bear,

Turn out the light!

Teddy bear, teddy bear,

Say good night!

Teddy Bear, Teddy Bear



Math Expectations:

Carpet

Sit criss-cross
Sit quietly
Turn and talk
Talk "math"
Use kind words
Ask questions
Have fun

Class

Classroom voices
Clean up quickly
Play safely
Stay in one spot
Have fun

Partners

Be kind
Choose turns
Clean up quickly
Play safe
Have fun

Getting Started: 3 Oh, Snap!

Unit Big Idea: Students will get acquainted with the math block, mathematical concepts, and manipulatives.

Optional Mentor Text:
"Oh, Snap!" by Tara West

Lesson Standards:
Counting and Cardinality
K.CC.1

Vocabulary Words to Know:
count, shape, pattern

Lesson "I Can" Statement:

- I can recognize colors and sizes of snap cubes.
- I can follow simple instructions given by the teacher.

Check for Understanding:

- Able to answer simple quantity questions from the read-aloud or math talk

Stimulating Critical Thinking:

- How do you know?
- Can you tell me more?

Materials/Prep:

- cup of snapping cubes for each student
- "Oh, Snap!" by Tara West

**Math
Expectations
{10 Minutes}**

- Review the classroom play expectation chart. Remind students that it is so important that to have fun, but in order to have fun, they need to make sure that they follow certain rules in the classroom. If you haven't already, complete a chart for both classroom and carpet expectations for math.
- Remind them that rules are in place to keep them safe and so they can learn.

**Whole-Group
Skill Focus Lesson
{15 Minutes}**

- Ask students if they can tell you what manipulative they learned to play with yesterday. (Yes, teddy bears!) Say, "Who can tell me some things we learned about them yesterday?" Call on a couple of students.
- Tell students that we are going to learn about something new today. Show them the front cover. Does anyone know what these are called? (Yes, snapping cubes!)
- Sing "This Is the Way We Snap" with students (snap fingers or clap if you can't snap on the word "snap"). *This is the way we snap, snap, snap, snap, snap, snap, snap, snap, snap, snap. This is the way we snap, snap, snap. It really isn't so hard.*
- Show students a manipulative of a snapping cube. Tell students that they are going to hear a story about snapping cubes. Say, "Throughout the story, we will learn how to play and take care of them. Listen carefully because we will be completing some activities with them."
- Have students sit where they can see the read-aloud of "Oh, Snap!"
- Read the story. At this time, each student will need a cup of snapping cubes to complete activities throughout the story. Students will use their snapping cubes to do the following as you read each page: explore (pass out cups then), sort by color, make a pattern, put snapping cubes together as a pair to make a friend, make a rectangle, snap them together, make an uppercase T, and then explore on their own.

**Hands-on Exploration
{10 Minutes}**

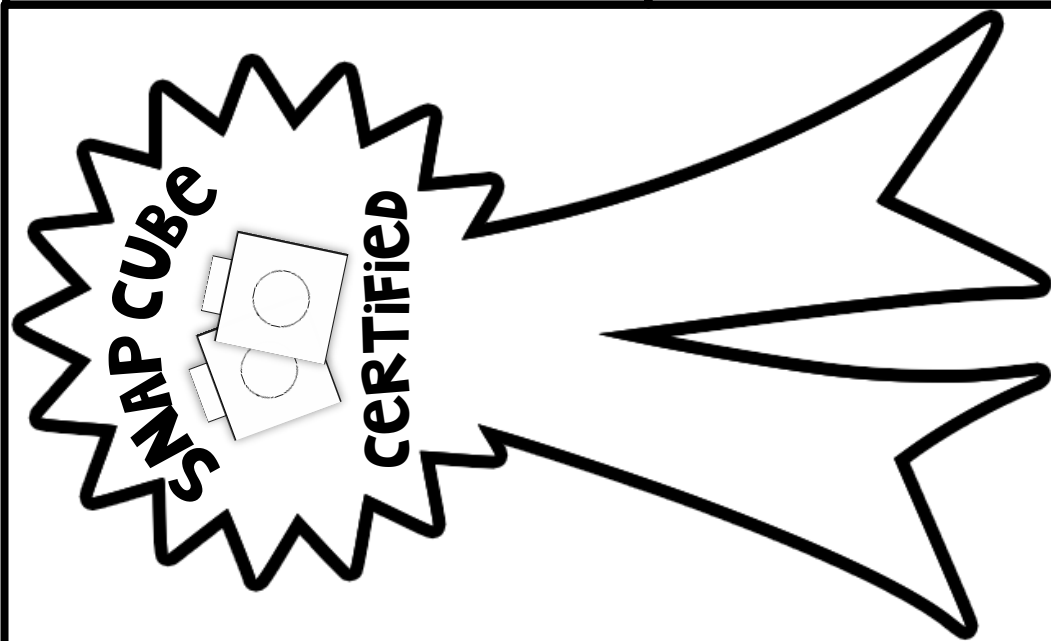
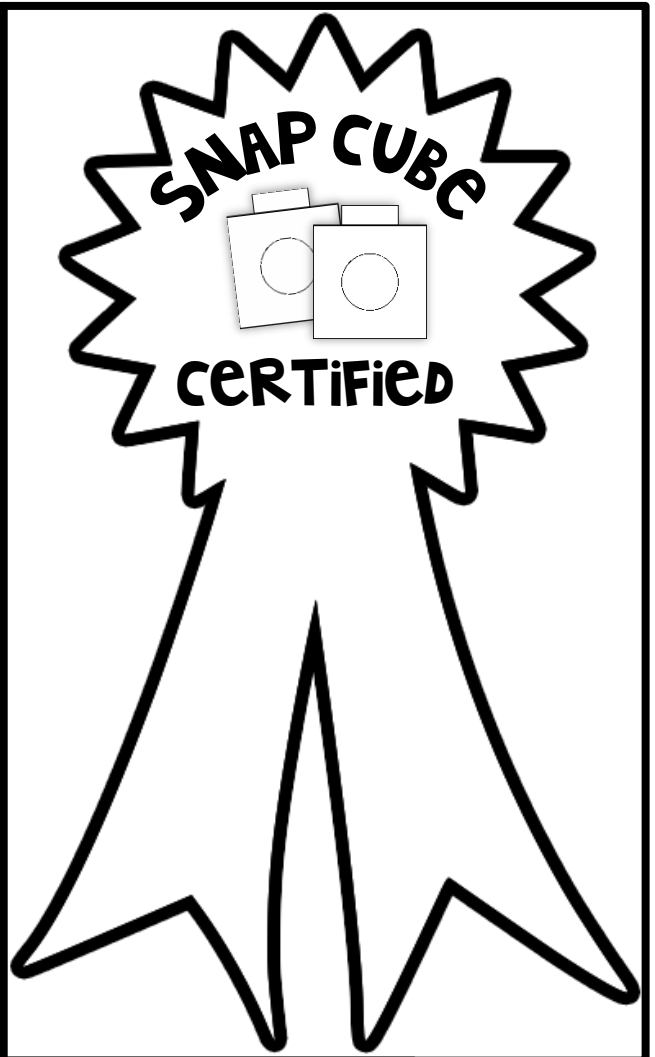
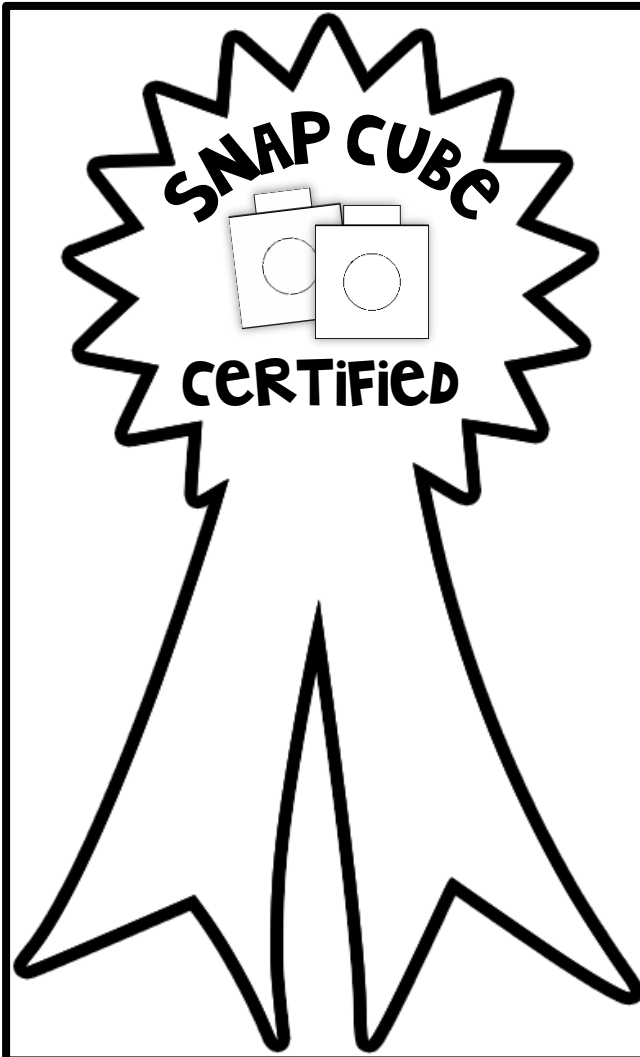
- Send students to their seats to explore the snap cubes in their cups on their own. Remind them of the expectations while working at their seats: voice level, play the whole time, stay in one spot, etc. Walk around and monitor student exploration.
- As you walk around, have students count the cubes before them. Continue to watch students as they count. Do they count with one to one correspondence? Are they stating the last number counted?

Oh, Snap!

This is the way
we snap, snap, snap,
snap, snap, snap,
snap, snap, snap.

This is the way
we snap, snap, snap.
It really isn't so hard.

Oh, Snap!



Getting Started: 4 Dot Cube Pokey

Unit Big Idea: Students will get acquainted with the math block, mathematical concepts, and manipulatives.

Optional Mentor Text:
"Dot Cubes" by Tara West

Lesson Standards:
Counting and Cardinality
K.CC.1

Vocabulary Words to Know:
count, shape, pattern

Lesson "I Can" Statement:
• I can recognize and demonstrate an understanding of how to use dot cubes.
• I can follow simple instructions given by the teacher.

Check for Understanding:
• Able to answer simple quantity questions from the read-aloud or math talk

Stimulating Critical Thinking:
• How do you know?
• Can you tell me more?

Materials/Prep:
• cup of snapping cubes for each student
• a dot cube for each student
• "Dot Cubes" by Tara West

Math Expectations {10 Minutes}

- Review the classroom play expectation chart. Remind students that it is so important to have fun, but in order to have fun, they need to make sure that they follow certain rules in the classroom. If you haven't already, complete a chart for both classroom and carpet expectations for math.
- Remind them that rules are in place to keep them safe and so they can learn.

Whole-Group Skill Focus Lesson {15 Minutes}

- Ask students if they can tell you what manipulative they learned to play with yesterday. (Yes, snap cubes!) Say, "Who can tell me some things we learned about them yesterday?" Call on a couple of students.
- Tell students that we are going to learn about something new today. Show them the front cover. Say, "Does anyone know what these are called? Yes, these are dot cubes!"
- Show students a manipulative of a dot cube. Tell the students that they are going to hear a story about dot cubes. Say, "Throughout the story, we will learn how to play and take care of them. Listen carefully because we will be completing some activities with them."
- Have students sit where they can see the read-aloud of "Dot Cube"!
- Read the pages and have students follow along.
- Sing "Dot Cube Pokey" with the students. *You put your dot cube in. You put your dot cube out. You put your dot cube in, and you shake it all about. You do the dot cube hokey pokey, and you turn yourself around. That's what it's all about!*
- Do an example of what students will be doing at their seats. (Roll a dot cube and show that many snapping cubes.) Model this with a couple of students near you.

Hands-on Exploration {10 Minutes}

- Send students to their seats to explore the dot cube and snapping cubes in their cups on their own. Remind them of the expectations while working throughout the classroom: voice level, play the whole time, stay in one spot, etc.
- Walk around and monitor student explorations.
- As you circulate around the classroom, check in with the students, and watch as they roll the dot cube and pull out that many snapping cubes. Verify that students are correctly counting the dots on the dot cube and then counting out a matching set of snapping cubes.

Dot Cube Pokey

You put your dot cube in.

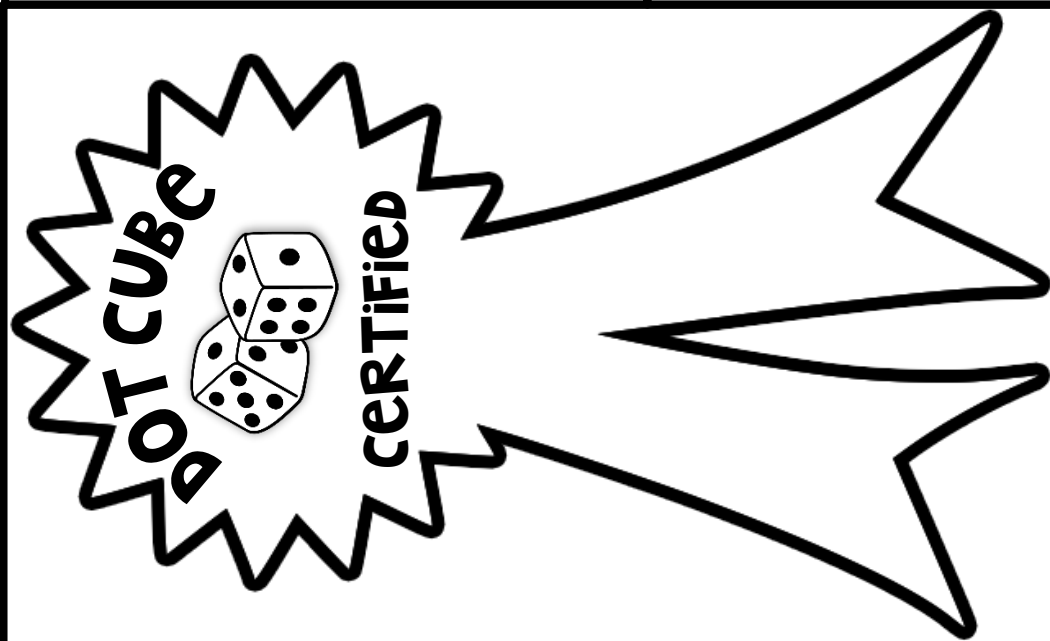
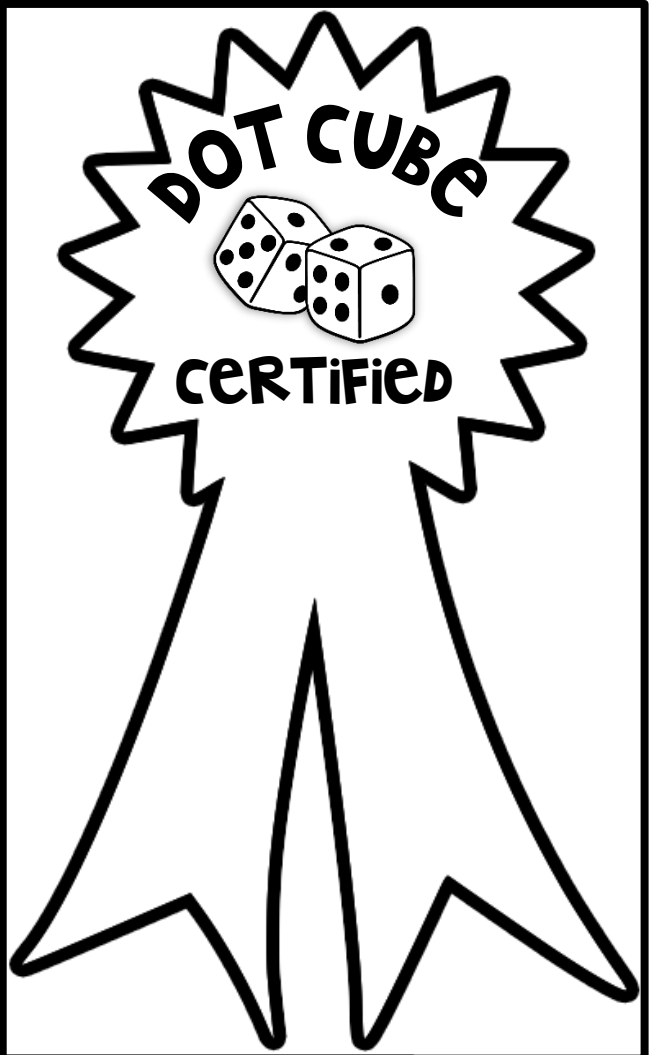
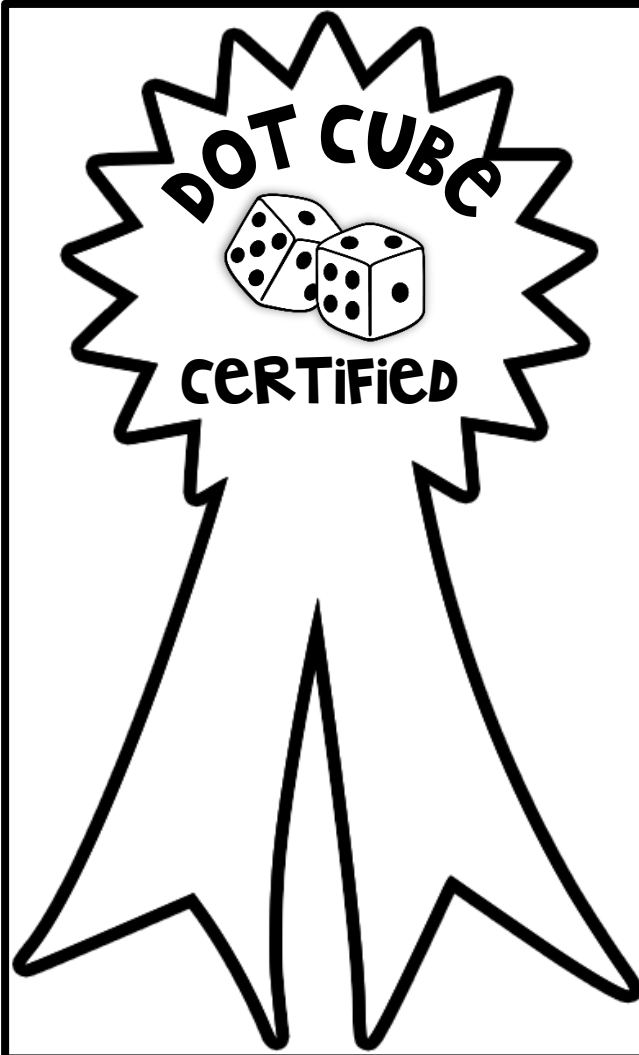
You put your dot cube out.

You put your dot cube in, and
you shake it all about.

You do the dot cube
hokey pokey,
and you turn yourself around.
That's what it's all about!

Getting
Started: 4

Dot Cube Pokey



<div>Getting Started: 5</div> <div>Math Is a Blast!</div>	
<p>Unit Big Idea: Students will get acquainted with the math block, mathematical concepts, and manipulatives.</p> <p>Lesson Standards: Counting and Cardinality K.CC.1</p> <p>Vocabulary Words to Know: count, shape, pattern</p> <p>Lesson “I Can” Statement:</p> <ul style="list-style-type: none"> • <i>I can recognize and demonstrate an understanding of how to use math manipulatives</i> • <i>I can follow simple instructions given by the teacher.</i> <p>Check for Understanding:</p> <ul style="list-style-type: none"> • Able to answer simple quantity questions from the read-aloud or math talk <p>Stimulating Critical Thinking:</p> <ul style="list-style-type: none"> • How do you know? • Can you tell me more? <p>Materials/Prep:</p> <ul style="list-style-type: none"> • Math manipulatives (snapping cubes, dot cubes, teddy bears) 	<div>Whole-Group Skill Focus Lesson {15 Minutes}</div> <ul style="list-style-type: none"> ○ Ask students if they can tell you what manipulative they learned to play with yesterday. (Yes, dot cubes!) Say, “Who can tell me some things we learned about them yesterday?” Call on a couple of students. ○ Sing “Math is a Blast” with students. <i>Climb aboard the math ship. We’re going to learn lots. Hurry and get ready. We’re going to blast off soon. Put on your thinking caps, and buckle up real tight. Here comes the countdown. Let’s count with all our might. 10-9-8-7-6-5-4-3-2-1... Blast off!</i> ○ Review all manipulatives mentioned throughout the week. ○ You can also mention other manipulatives you will be using throughout the math block which might include counters, pattern blocks, dominoes, etc. ○ Next, you will review the expectations for math partners.
	<div>Math Expectations {10 Minutes}</div> <ul style="list-style-type: none"> ○ Start a math partner expectation chart. ○ Write “Math Partners” at the top of the chart paper. Ask the students, “What is a math partner?” (Two people working together on something) Add the following math partner PACT to the chart: Play and have fun, Act kind, Choose turns, and Tell kudos. ○ Let them know that they are getting ready to practice with partners and that you really hope to see girls and boys having fun and being nice to one another. Let them know that you can’t wait to see them exploring together all of the wonderful manipulatives we have learned about this week.
	<div>Hands-on Exploration {10 Minutes}</div> <ul style="list-style-type: none"> ○ Remind students that they will be working with math partners. You will be picking their partners. ○ You can do one of two activities. Place multiple containers around the room with manipulatives taught throughout the week. Students will explore the dot cubes with their math partners. You could also give them dot cubes and either snap cubes or teddy bears to roll, count, and show together. ○ Draw name sticks to set up math partners or however you make partners in your classroom.

Math is a BLAST!

Tune: Itsy Bitsy Spider

Climb aboard the math ship.

We're going to learn lots.

Hurry and get ready.

We're going to blast off soon.

Put on your thinking caps,
and buckle up real tight.

Here comes the countdown.

Let's count with all our might.

10-9-8-7-6-5-4-3-2-1...

Blast off!

The Partner “PACT”:

Play and have FUN!

Act kind.

Choose partners.

Tell kudos.