KinderMath

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

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Unit One: Numbers 0-5 .....10 days of instruction

Unit Two: Sort and Classify.....10 days of instruction

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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

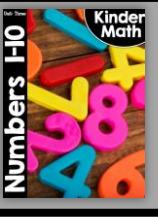
Unit Twelve: Subtraction to 10.....10 days of instruction

Unit Thirteen: Graphing.....10 days of instruction

Unit Fourteen: Time to Hour.....10 days of instruction

Unit Fifteen: Money Values.....10 days of instruction

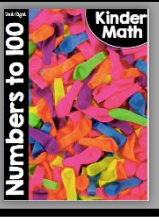
KinderMath Overview Map

	 **Unit 1: Numbers to 5**	 **Unit 2: Sort and Classify**	 **Unit 3: Numbers to 10**
Big Idea	Students will count, recognize identify and write numbers 0-5.	Students will sort objects and match objects along with continued practice with numbers 0-5.	Students will count, recognize, identify and write numbers 0-10.
Lessons	1.1 Numbers 1, 2, 3 1.2 Write Numbers 1, 2, 3 1.3 Read and Write 4 1.4 Read and Write 5 1.5 Count to 5 and Back 1.6 Comparing Numbers 1-5 1.7 Read and Write 0 1.8 Ordering Numbers 0-5 1.9 Understanding Quantities 0-5 1.10 Read and Write 0-5	2.1 Alike and Different 2.2 Noticing Differences 2.3 Finding Matches 2.4 Sort by One Attribute 2.5 Sort by More Than One Attribute 2.6 Same Number 2.7 More Than 2.8 Less Than 2.9 Identify Patterns 2.10 Predict Patterns	3.1 Read and Write 6 3.2 Read and Write 7 3.3 Read and Write 8 3.4 Read and Write 6, 7, 8 3.5 Read and Write 9 3.6 Read and Write 10 3.7 Read and Write 9 and 10 3.8 Read and Write Numbers 0-10 3.9 Number Order 0-10 3.10 Counting Up and Back to 10
Standards	K.CC.1 K.CC.2 K.CC.3 K.CC.4 K.CC.5	K.CC.1 KMD.1-KMD.3 K.CC.2 K.CC.3 K.CC.4 K.CC.5	K.CC.1 K.OA.1-K.OA.4 K.CC.2 K.CC.3 K.CC.4 K.CC.5
Vocab	count, one, two, three, four, five, more, less, zero, order, quantity	alike, different, pair, sort, same, more, less, pattern	six, seven, eight, nine, count, ten, order
Spiraling	N/A for this unit.	Numbers to 5: Whole-Group Number Sense lessons 2.1-2.10; Whole-Group Fluency lessons 2.1-2.10; Collaborative Number Sense Games lessons 2.1-2.10	Numbers to 5: Whole-Group Number Sense lessons 3.1-3.10; Whole-Group Fluency lessons 3.1-3.10; Collaborative Number Sense Games lessons 3.1-3.10
Texts	1.1 Moo, Baa, La, La, La by Sandra Boynton 1.4 Five Little Kittens by Nancy Jewell 1.7 Five Little Monkeys (author of choice)	2.3 A Pair of Socks by Stuart Murphy 2.4 3 Little Firefighters by Stuart Murphy 2.5 Button Box by Margarette Reid 2.6 Moo, Baa, La, La, by Sandra Boynton 2.9 Beep Beep, Vroom Vroom! By Stuart Murphy	3.1 Hop Jump by Ellen Stoll Wash 3.4 Eight Silly Monkeys by Steve Haskamp 3.7 Ten Black Dots by Donald Crew 3.9 Ten Apples Up on Top by Dr. Seuss 3.9 Doggies by Sandra Boynton
Prep	Teacher Material: 5 popsicle sticks, mentor texts, math talk images, five frames, number cards 0-5	Teacher Material: Mentor texts, math talk images, five frame	Teacher Material: mentor texts, ten frames, 8 snap cubes, number cards 0-10, math talk images

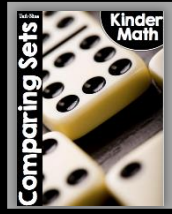
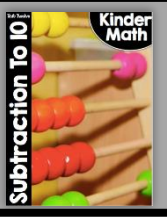
KinderMath Overview Map

	 **Unit 4: Comparing Numbers**	 **Unit 5: Measurement**	 **Unit 6: Numbers 10-19**
Big Idea	Students will compare numbers to 10 with mathematical vocabulary.	Students will compare and order objects according to their measureable attributes.	Students will learn to name, recognize, count and write numbers 10-19.
Lessons	4.1 Matching Sets to Numerals 4.2 Compare Sets 4.3 Pair Sets One to One 4.4 One More 4.5 One Less 4.6 Same Number 4.7 Compare Numerals 4.8 How Many More 4.9 How Many Less 4.10 How Many in All	5.1 Compare Sizes 5.2 Compare Lengths 5.3 Order Length 5.4 Compare Heights 5.5 Order Heights 5.6 Compare Weights 5.7 Order Weight 5.8 Compare Capacity 5.9 Nonstandard Length Measurement 5.10 Nonstandard Weight Measurement	6.1 Count Out (10) 6.2 Hide Ten (11) 6.3 Count and Show (12) 6.4 Count Groups of 10 (13) 6.5 Grab and Count (14) 6.6 Rekenreks (15) 6.7 Draw Teen Numbers (16) 6.8 Show it Concrete (17) 6.9 Teen Numbers Order (18) 6.10 Counting One More (19)
Standards	K.CC.1 K.CC.2 K.CC.3 K.CC.4 K.CC.5 KCC.6 KCC.7 K.OA.1-K.OA.4	K.CC.1 K.CC.2 K.CC.3 K.CC.4 K.CC.5 K.CC.6 KMD.1-KMD.3 K.OA.1-K.OA.4	K.CC.1 K.CC.2 K.CC.3 K.CC.4 K.CC.5 K.CC.6 K.NBT.1 K.OA.1-K.OA.4
Vocab	count, quantity, compare, greater, less, same	bigger, smaller, middle-sized, longer, shorter, longest, shortest, length, same as, taller, height, tallest, weight, heavier, lighter, equal to, lightest, heaviest, capacity, holds more, holds less, holds the same	count tens, ones, digit
Spiraling	Numbers to 10: Whole-Group Number Sense lessons 4.1-4.10; Whole-Group Fluency lessons 4.1-4.10; Collaborative Number Sense Games lessons 4.1-4.10	Numbers to 10: Whole-Group Number Sense lessons 5.1-5.10; Whole-Group Fluency lessons 5.1-5.10; Collaborative Number Sense Games lessons 5.1-5.10	N/A for this unit as this is turning point in the curriculum for the students to gain a full and deep understanding of teen numbers.
Texts	4.5 Ten Apples on Top 4.7 Just Enough Carrots by Stuart Murphy	5.2 Fish Eyes by Lois Ehlert 5.4 How Tall? By Mark Wheatland 5.7 Balancing Act by Ellen Walsh 5.7 Just a Little Bit by Ann Tompert 5.7 How Heavy? By Mark Wheatland 5.8 The Mitten by Jan Brett	N/A
Prep	Teacher Materials: mentor texts, ten frame, teen number ten frame, rekenrek, snap cubes, number cards 10-19	Teacher Materials: mentor texts, math talks, ten frames, real life pictures	Teacher Materials: ten frames, life sized ten frame, teen number cards

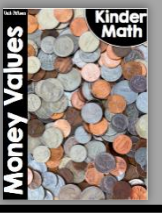
KinderMath Overview Map

	 **Unit 7: 2D and 3D Shapes**	 **Unit 8: Numbers to 100**	 **Unit 9: Comparing Sets**
Big Idea	Students will be able to recognize and identify flat and solid shapes.	Students will explore numbers up to 100 and learn how to skip count by 2's, 5's and 10's.	Students will explore comparing and combing sets up to 20. Students will also find the difference between two sets.
Lessons	7.1 Solid Shapes 7.2 Comparing Solid Shapes 7.3 Construct Solid Shapes 7.4 Flat Shapes: Circles and Triangles 7.5 Flat Shapes: Squares & Rectangle 7.6 Flat Shapes: Hexagons 7.7 Flat Shapes in Real World 7.8 Composing Simple Shapes 7.9 Comparing Solid and Flat Shapes 7.10 Positional Words	8.1 Count by 2's Part I 8.2 Count by 2's Part II 8.3 Count by 5's Part I 8.4 Count by 5's Part II 8.5 Count by 10's 8.6 Numbers 20-29 8.7 Numbers 30-49 8.8 Numbers 50-79 8.9 Numbers 80-100 8.10 Numbers 1-100	9.1 Comparing Collections 9.2 Compare Numbers Up to 10 9.3 Breaking Down Numbers 11-20 9.4 Compare "Some extra" in 11-20 9.5 Compare Numbers 11-20 9.6 One More, One Less to Compare 9.7 Find Differences in Sets Up to 10 9.8 Find Differences in Sets Up To 20 9.9 Combining Sets up to 10 9.10 Combining Sets up to 20
Standards	K.CC.1 K.CC.2 K.CC.3 K.CC.4 K.CC.5 K.CC.6 K.G.1-K.G.6 K.OA.1-K.OA.4	K.CC.1 K.CC.2 K.CC.3 K.CC.5 K.NBT.1 K.OA.1-K.OA.4 KMD.1-KMD.3	K.CC.1 K.CC.2 K.CC.3 K.CC.4 K.CC.5 K.CC.6 K.CC.7 K.OA.1-K.OA.4 K.NBT.1
Vocab	cone, cylinder, sphere, cube, sides, faces, triangle, circle, square, rectangle, hexagon, corners, vertices,	count, pairs, twos, fives, tens	count, compare, more, less, fewer,
Spiraling	Numbers to 20: Whole-Group Number Sense lessons 7.1-7.10; Whole-Group Fluency lessons 7.1-7.10; Collaborative Number Sense Games lessons 7.1-7.10	Shapes: Whole-Group Number Sense lessons 8.1-8.10 Numbers to 20: Whole-Group Number Sense lessons 8.1-8.10; Collaborative Number Sense Games lessons 8.1-8.6	Numbers to 20: Whole-Group Number Sense lessons 9.1-9.10; Collaborative Number Sense Games lessons 9.2-9.10 Numbers to 100: Whole-Group Number Sense lessons 9.1-9.10
Texts	7.1 Cubes, Cones, Cylinders, & Spheres by Tana Hoban 7.2 Jack the Builder by Stuart Murphy 7.4 Circus Shapes by Stuart Murphy 7.7 Shapes, Shapes, Shapes by Tana Hoban 7.8 The Shape of Things by Doyle Dodds	8.2 Eggs and Legs by Michael Dahl 8.3 Lots of Ladybugs by Michael Dahl 8.4 Tally O'Malley by Stewart Murphy 8.5 Toasty Toes by Michael Dahl 8.10 One is a Snail, Ten is a Crab by Stuart Murphy	9.2 How Many Snail? By Paul Giganti 9.9 Hop Jump by Ellen Stoll Walsh
Prep	Teacher Materials: ten frames, mentor texts, real life solid shapes, chart paper, rekenrek, Math talks, flat shapes poster, pattern blocks	Teacher Materials: mentor texts, snap cubes, mini ten frames, number cards, 30-49, chart paper, large hundreds chart, bean bag	Teacher Materials: socks, math talk, snap cubes, mini ten frames (4), number cards 30-49, large hundreds chart, bean bag

KinderMath Overview Map

	 **Unit 10: Addition to 10**	 **Unit 11: Addition Word Problems**	 **Unit 12: Subtraction to 10**
Big Idea	Students will combine sets and grasp a firm understanding of number facts to 10.	Students will combine sets using objects, fingers and number paths. Students will also solve addition word problems.	Students will form subtraction stories and write them using symbols. Students will also master subtraction fluency within 5.
Lessons	10.1 Combinations to 5 10.2 Combinations to 5 10.3 Combinations to 6 10.4 Combinations to 7 10.5 Combinations to 8 10..6 Combinations to 9 10.7 Adding 0 and 1 10.8 Combinations to 10 10.9 Combinations to 10 10.10 Combinations to 10	11.1 Use Objects to Add 11.2 Use Fingers to Add 11.3 Use Number Path to Add 11.4 Plus Sign 11.5 Equal Sign 11.6 Addition Stories 11.7 Addition Stories 11.8 Writing Addition Stories 11.9 Unknown Word Problems 11.10 Addition Sums to 10	12.1 Use Objects to Subtract 12..2 Use Fingers to Subtract 12.3 Subtract with a Picture 12.4 Minus Sign 12.5 Subtraction Stories 12.6 Subtraction Stories 12.7 Unknown Subtraction Stories 12.8 Subtracting One 12.9 Differences to 10 12.10 Differences to 10
Standards	K.CC.1 K.CC.2 K.CC.4 KCC.6 K.OA.1-K.OA.4	K.CC.1 K.CC.2 K.CC.4 K.CC.5 K.CC.6 K.OA.1-K.OA.4 K.G.1-K.G.6	K.CC.1 K.CC.2 K.CC.4 K.CC.5 K.CC.6 K.G.1-K.G.6 K.OA.1-K.OA.4
Vocab	combine, add	combine, add, equal	difference, left, minus, subtraction, subtract
Spiraling	Numbers to 20: Whole-Group Number Sense lessons 10.1-10.10 Numbers to 100: Whole-Group Number Sense lessons 10.1-10.10	Numbers to 20: Whole-Group Number Sense lessons 11.1-11.10 Numbers to 100: Whole-Group Number Sense lessons 11.1-11.10 Combining Sets: Whole-Group Fluency and Whole-Group Number Sense 11.1-11.10	Addition: Whole-Group Number Sense lessons 12.1-12.10; Collaborative Number Sense lesson 12.1; Whole-Group Fluency 12.1-12.10
Texts	10.1 Five Little Monkeys by Eileen Christelow 10.4 Quack and Count by Keith Baker 10.5 Eight Silly Monkeys by Steve Haskamp 10.10 Ten for Me by Barbara Mariaconda	11.4 Plus Sign by Trisha Speed Shaskan 11.5 Animals on Board by Stuart Murphy 11.6 What's New at the Zoo? By Suzanne Slade 11.8 Mrs. McTats and Her Houseful of Cats by Alyssa Capacilli 11.10 Domino Addition by Lynette Long	12.2 Five Little Monkeys by Eileen Christelow 12.4 If You Were a Minus Sign by Trisha Speed Shaskan 12.8 Monster Musical Chairs by Stuart Murphy 12.9 Elevator Magic by Stuart Murphy 12.10 The Action of Subtraction by Brian Cleary
Prep	Teacher Materials: mentor texts, friends of 5 poster, yellow and red manipulatives, number bond cards, make combos cards, life size number bond poster	Teacher Materials: mentor texts, 5/10 frames, addition strategies poster, classroom number path, number talks	Teacher Materials: mentor texts, addition fluency cards, 5 Little Ducks Poem, math talks, ten frames

KinderMath Overview Map

	 **Unit 13: Graphing Data**	 **Unit 14: Time to Hour**	 **Unit 15: Money Values**
Big Idea	Students will sort objects and collect information on the objects. Students will also pose questions, collect data and record the results using graphs.	Students will gain an understanding of days, months and time to the hour.	Students will gain an understanding of coin names and counting coins.
Lessons	13.1 Sort and Classify 13.2 Sort by Unknown Rule 13.3 Sort and State Data 13.4 Sort and Analyze Data 13.5 Intro to Graphing 13.6 Survey and Graph 13.7 Read Bar Graphs 13.8 Circle Graphs 13.9 Analyze Graphs 13.10 Graphing Hands On	14.1 Times of the Day 14.2 Days of the Week 14.3 Yesterday, Today, Tomorrow 14.4 Months of the Year 14.5 Telling Time Part I 14.6 Telling Time Part II 14.7 Analog Clock 14.8 Digital Clock 14.9 Times in the Classroom Day 14.10 Time Frequency	15.1 The Penny 15.2 The Nickel 15.3 The Dime 15.4 Counting 1 cent, 5 cent and 10 cents 15.5 The Quarter
Standards	K.CC.1 K.CC.6 K.CC.2 K.OA.1-K.OA.4 K.CC.3 K.NBT.1 K.CC.4 K.G.1-K.G.6 K.CC.5 K.MD.1-KMD.3	K.CC.1 K.CC.6 K.CC.2 K.OA.1-K.OA.4 K.CC.3 K.NBT.1 K.CC.4 K.G.1-K.G.6 K.CC.5 K.MD.1-KMD.3	K.CC.1 KCC.6 K.CC.2 K.OA.1-K.OA.4 K.CC.3 K.NBT.1 K.CC.4 K.G.1-K.G.6 K.CC.5 K.MD.1-KMD.3
Vocab	sort, same, different, graph, data, survey, tally, analyze	morning, afternoon, evening, night, days of the week, yesterday, today, tomorrow, months of the year, time, hour, minute, second	money, coin, penny, nickel, dime, quarter
Spiraling	Shapes, Numbers to 20 and Numbers to 100: Whole-Group Number Sense lessons 13.1-13.10 Addition and Subtraction: Whole-Group Fluency lessons 13.1-13.10	Shapes, Numbers to 20 and Numbers to 100: Whole-Group Number Sense lessons 14.1-14.10 Addition and Subtraction: Whole-Group Fluency lessons 14.1-14.10	Shapes, Numbers to 20 and Numbers to 100: Whole-Group Number Sense lessons 15.1-15.1 Addition and Subtraction: Whole-Group Fluency lessons 15.1-15.1
Texts	13.1 Elmer by David McKee 13.5 The Great Graph Contest by Loreen Leedy 13,6 What Pet Should I Get? By Dr. Seuss	14.2 The Hungry Caterpillar by Eric Carl 14.4 How do You Say it Jesse Bear? By Nancy Carlstrom 14.6 It's About Time by Stuart Murphy 14.7 Curious George Time for School	N/A
Prep	Teacher Materials: mentor texts, 2 hula hoops, math talk, skittles	Teacher Materials: mentor texts, ball, chart paper	Teacher Materials; penny, nickel, dime, clip art, price tags, chart paper

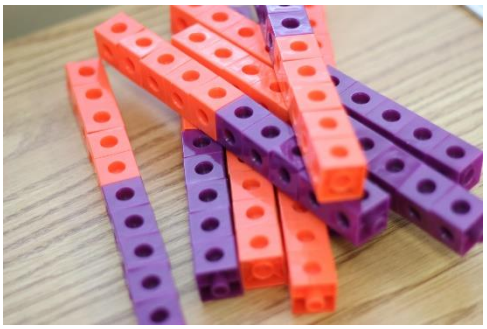
Why KinderMath Units?

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.

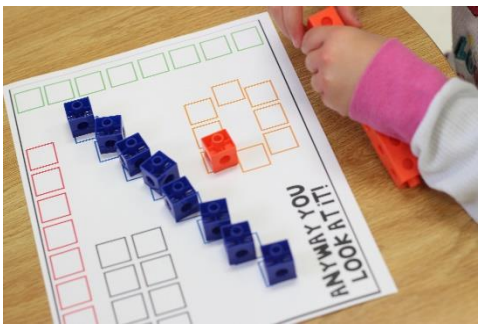
These are just a few highlights you'll see using the KinderMath Units:

Kids...TALKING about math



Use of Manipulatives

Fun + Engaging

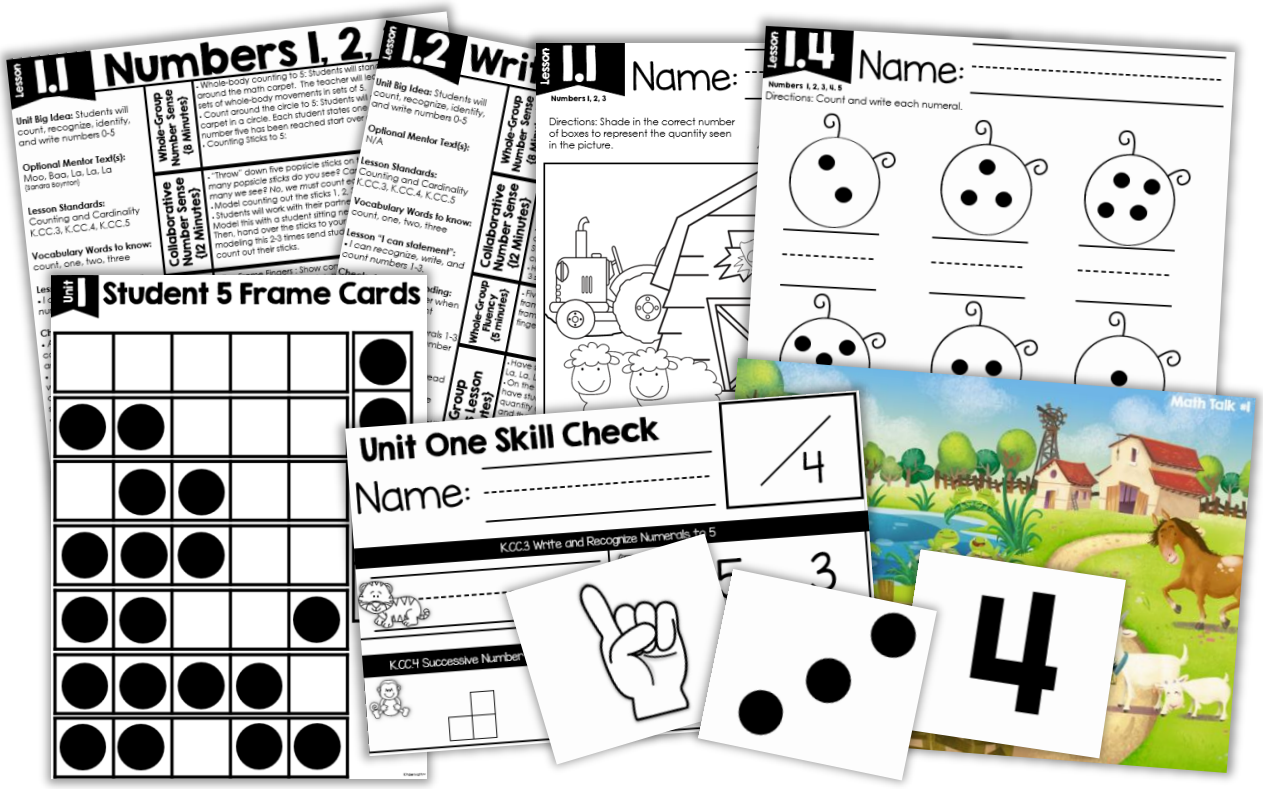


Requires Critical Thinking!

KinderMath™

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.

KinderMath™

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.

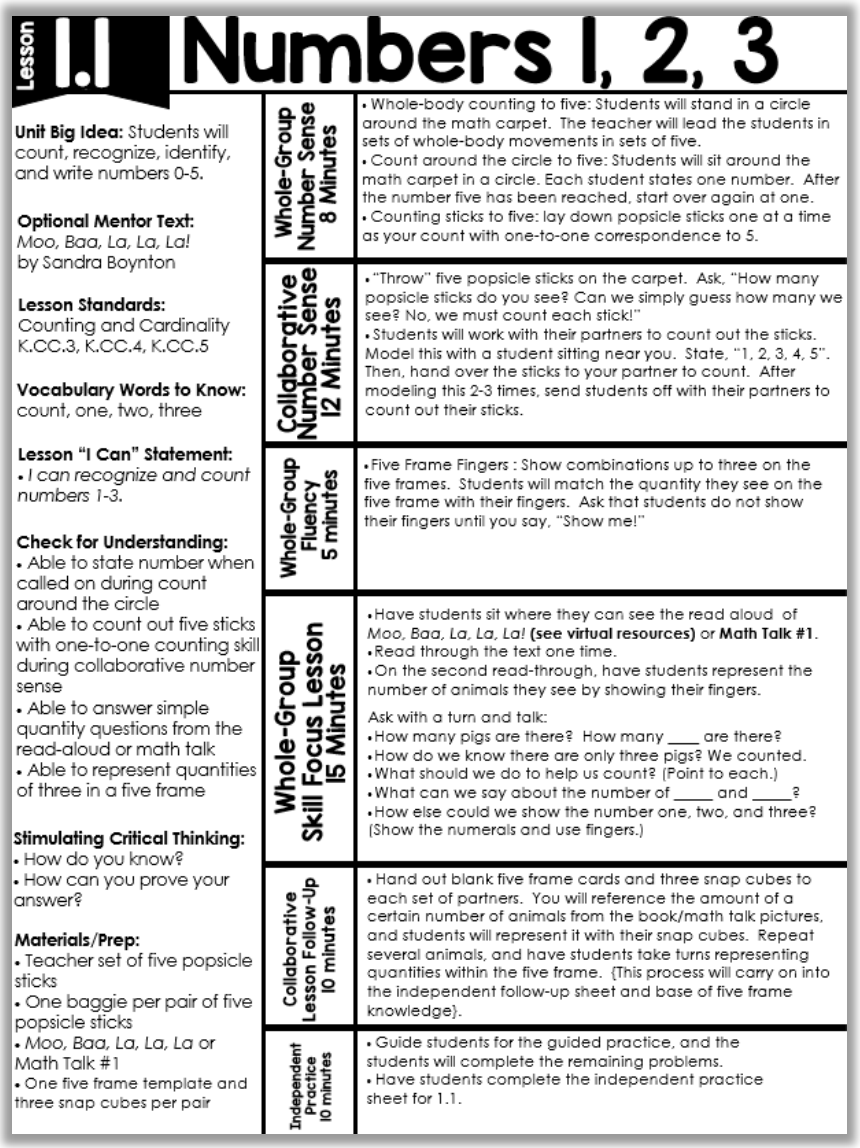
Vocabulary words for the lesson.

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.



Lesson 1.1 Numbers 1, 2, 3

Unit Big Idea: Students will count, recognize, identify, and write numbers 0-5.

Optional Mentor Text:
Moo, Baa, La, La, La!
by Sandra Boynton

Lesson Standards:
Counting and Cardinality
K.CC.3, K.CC.4, K.CC.5

Vocabulary Words to Know:
count, one, two, three

Lesson "I Can" Statement:
• *I can recognize and count numbers 1-3.*

Check for Understanding:
• Able to state number when called on during count around the circle
• Able to count out five sticks with one-to-one counting skill during collaborative number sense
• Able to answer simple quantity questions from the read-aloud or math talk
• Able to represent quantities of three in a five frame

Stimulating Critical Thinking:
• How do you know?
• How can you prove your answer?

Materials/Prep:
• Teacher set of five popsicle sticks
• One baggie per pair of five popsicle sticks
• *Moo, Baa, La, La, La* or Math Talk #1
• One five frame template and three snap cubes per pair

Whole-Group Number Sense 8 Minutes
• Whole-body counting to five: Students will stand in a circle around the math carpet. The teacher will lead the students in sets of whole-body movements in sets of five.
• Count around the circle to five: Students will sit around the math carpet in a circle. Each student states one number. After the number five has been reached, start over again at one.
• Counting sticks to five: lay down popsicle sticks one at a time as your count with one-to-one correspondence to 5.

Collaborative Number Sense 12 Minutes
• "Throw" five popsicle sticks on the carpet. Ask, "How many popsicle sticks do you see? Can we simply guess how many we see? No, we must count each stick!"
• Students will work with their partners to count out the sticks. Model this with a student sitting near you. State, "1, 2, 3, 4, 5". Then, hand over the sticks to your partner to count. After modeling this 2-3 times, send students off with their partners to count out their sticks.

Whole-Group Fluency 5 minutes
• Five Frame Fingers : Show combinations up to three on the five frames. Students will match the quantity they see on the five frame with their fingers. Ask that students do not show their fingers until you say, "Show me!"

Whole-Group Skill Focus Lesson 15 Minutes
• Have students sit where they can see the read aloud of *Moo, Baa, La, La, La!* **(see virtual resources)** or **Math Talk #1**.
• Read through the text one time.
• On the second read-through, have students represent the number of animals they see by showing their fingers.

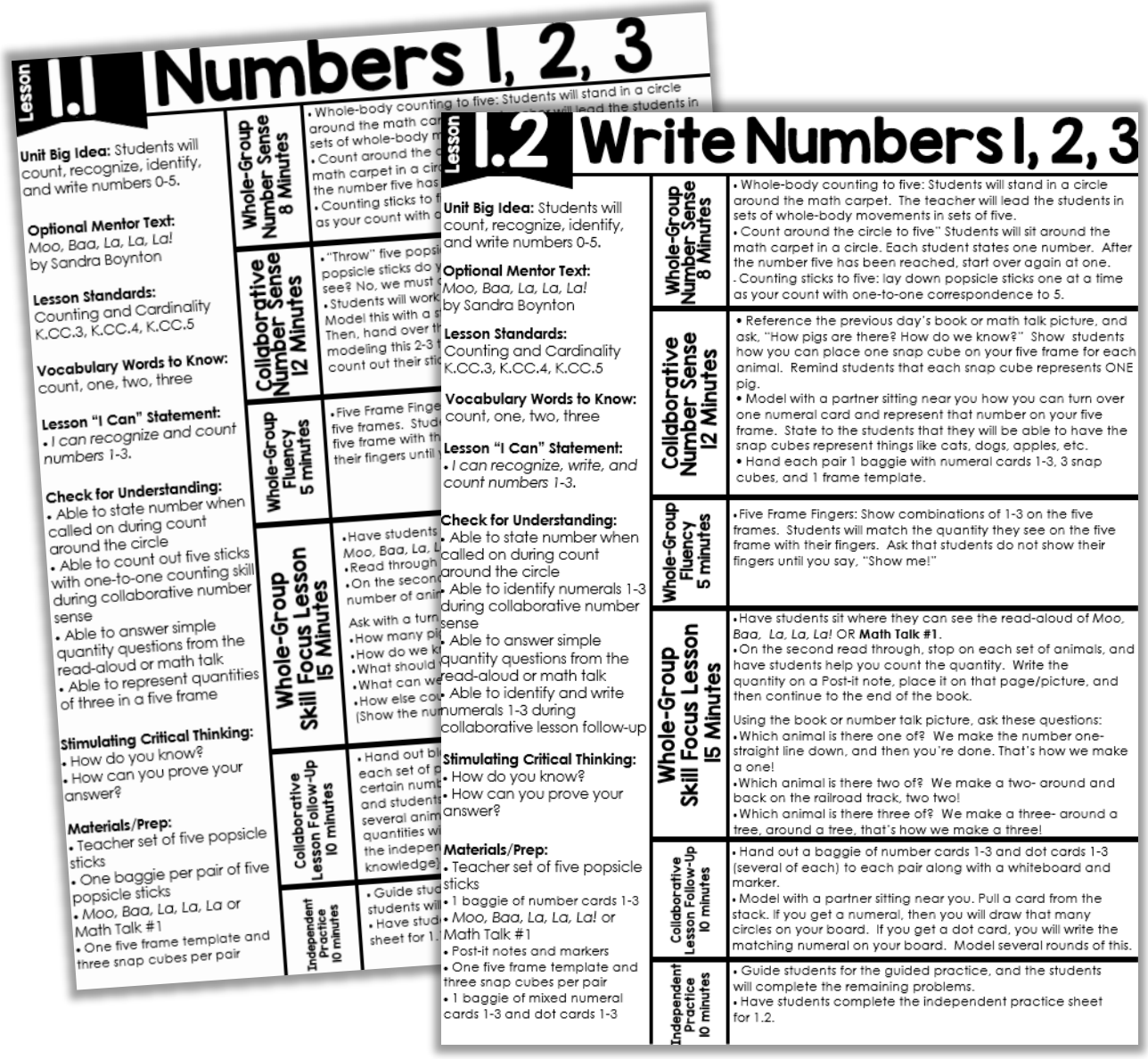
Ask with a turn and talk:
• How many pigs are there? How many ____ are there?
• How do we know there are only three pigs? We counted.
• What should we do to help us count? (Point to each.)
• What can we say about the number of _____ and _____?
• How else could we show the number one, two, and three? (Show the numerals and use fingers.)

Collaborative Lesson Follow-Up 10 minutes
• Hand out blank five frame cards and three snap cubes to each set of partners. You will reference the amount of a certain number of animals from the book/math talk pictures, and students will represent it with their snap cubes. Repeat several animals, and have students take turns representing quantities within the five frame. {This process will carry on into the independent follow-up sheet and base of five frame knowledge}.

Independent Practice 10 minutes
• Guide students for the guided practice, and the students will complete the remaining problems.
• Have students complete the independent practice sheet for 1.1.

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.



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Moo, Baa, La, La, La!
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Lesson Standards:
Counting and Cardinality
K.CC.3, K.CC.4, K.CC.5

Vocabulary Words to Know:
count, one, two, three

Lesson "I Can" Statement:
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Check for Understanding:
• Able to state number when called on during count around the circle
• Able to count out five sticks with one-to-one counting skill during collaborative number sense
• Able to answer simple quantity questions from the read-aloud or math talk
• Able to represent quantities of three in a five frame

Stimulating Critical Thinking:
• How do you know?
• How can you prove your answer?

Materials/Prep:
• Teacher set of five popsicle sticks
• One baggie per pair of five popsicle sticks
• *Moo, Baa, La, La, La* or Math Talk #1
• One five frame template and three snap cubes per pair

Whole-Group Number Sense 8 Minutes	• Whole-body counting to five: Students will stand in a circle around the math ca… sets of whole-body m… • Count around the c… math carpet in a cir… the number five has … • Counting sticks to f… as your count with o…
Collaborative Number Sense 12 Minutes	• "Throw" five popsi… popsicle sticks do y… see? No, we must … • Students will work… Model this with a s… Then, hand over th… modeling this 2-3 t… count out their stic…
Whole-Group Fluency 5 minutes	• Five Frame Finge… five frames. Stud… five frame with th… their fingers until …
Whole-Group Skill Focus Lesson 15 Minutes	• Have students … Moo, Baa, La, L… • Read through … • On the second … number of anim… Ask with a turn… • How many pi… • How do we k… • What should … • What can we… • How else cou… (Show the nu…
Collaborative Lesson Follow-Up 10 minutes	• Hand out bl… each set of p… certain numb… and students … several anim… quantities w… the indepen… knowledge).
Independent Practice 10 minutes	• Guide stud… students wil… • Have stud… sheet for 1.

Lesson 1.2 Write Numbers 1, 2, 3

Unit Big Idea: Students will count, recognize, identify, and write numbers 0-5.

Optional Mentor Text:
Moo, Baa, La, La, La!
by Sandra Boynton

Lesson Standards:
Counting and Cardinality
K.CC.3, K.CC.4, K.CC.5

Vocabulary Words to Know:
count, one, two, three

Lesson "I Can" Statement:
• *I can recognize, write, and count numbers 1-3.*

Check for Understanding:
• Able to state number when called on during count around the circle
• Able to identify numerals 1-3 during collaborative number sense
• Able to answer simple quantity questions from the read-aloud or math talk
• Able to identify and write numerals 1-3 during collaborative lesson follow-up

Stimulating Critical Thinking:
• How do you know?
• How can you prove your answer?

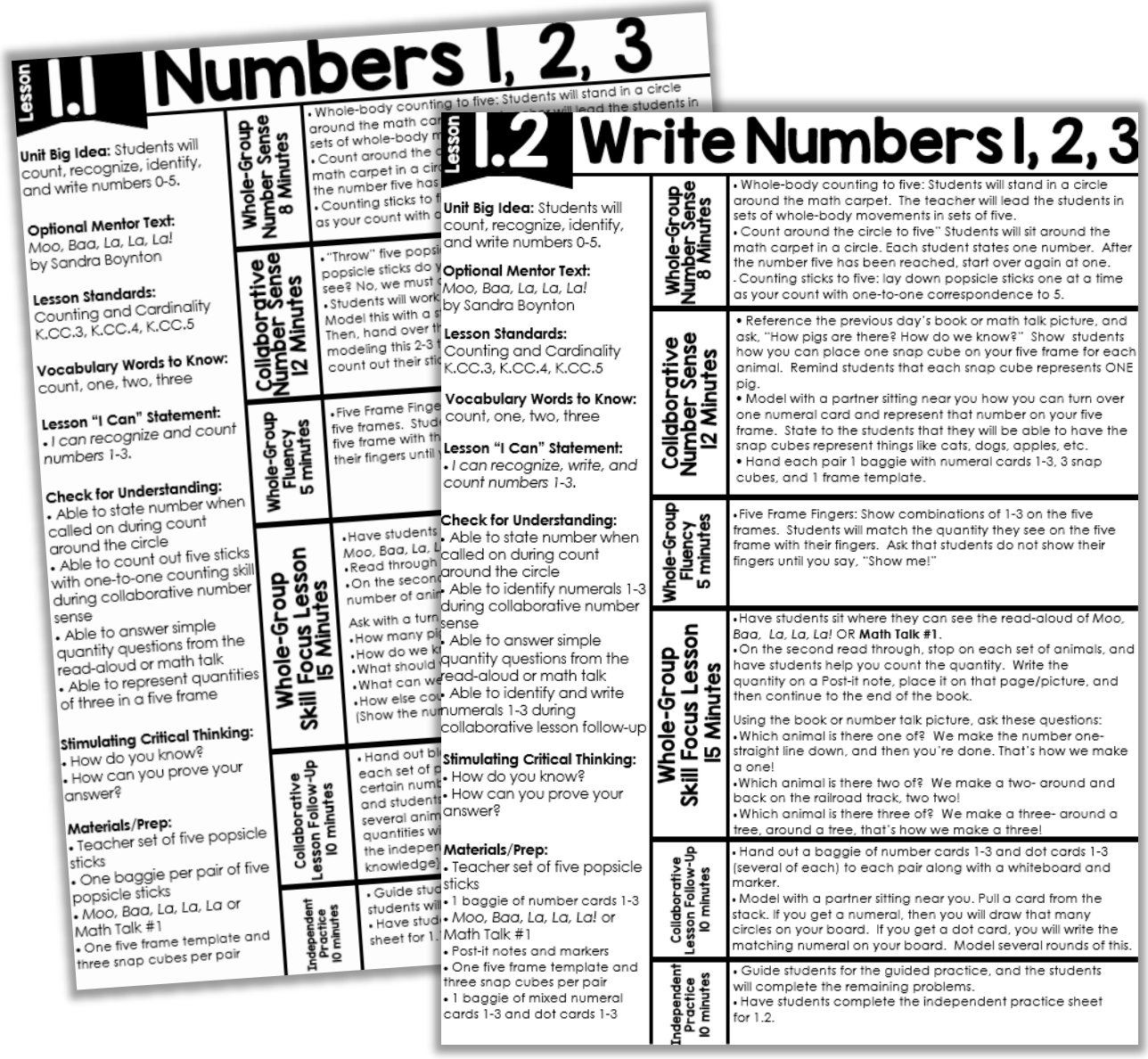
Materials/Prep:
• Teacher set of five popsicle sticks
• 1 baggie of number cards 1-3
• *Moo, Baa, La, La, La!* or Math Talk #1
• Post-it notes and markers
• One five frame template and three snap cubes per pair
• 1 baggie of mixed numeral cards 1-3 and dot cards 1-3

Whole-Group Number Sense 8 Minutes	• Whole-body counting to five: Students will stand in a circle around the math carpet. The teacher will lead the students in sets of whole-body movements in sets of five. • Count around the circle to five" Students will sit around the math carpet in a circle. Each student states one number. After the number five has been reached, start over again at one. - Counting sticks to five: lay down popsicle sticks one at a time as your count with one-to-one correspondence to 5.
Collaborative Number Sense 12 Minutes	• Reference the previous day's book or math talk picture, and ask, "How pigs are there? How do we know?" Show students how you can place one snap cube on your five frame for each animal. Remind students that each snap cube represents ONE pig. • Model with a partner sitting near you how you can turn over one numeral card and represent that number on your five frame. State to the students that they will be able to have the snap cubes represent things like cats, dogs, apples, etc. • Hand each pair 1 baggie with numeral cards 1-3, 3 snap cubes, and 1 frame template.
Whole-Group Fluency 5 minutes	•Five Frame Fingers: Show combinations of 1-3 on the five frames. Students will match the quantity they see on the five frame with their fingers. Ask that students do not show their fingers until you say, "Show me!"
Whole-Group Skill Focus Lesson 15 Minutes	•Have students sit where they can see the read-aloud of *Moo, Baa, La, La, La!* OR **Math Talk #1**. •On the second read through, stop on each set of animals, and have students help you count the quantity. Write the quantity on a Post-it note, place it on that page/picture, and then continue to the end of the book. Using the book or number talk picture, ask these questions: •Which animal is there one of? We make the number one- straight line down, and then you're done. That's how we make a one! •Which animal is there two of? We make a two- around and back on the railroad track, two two! •Which animal is there three of? We make a three- around a tree, around a tree, that's how we make a three!
Collaborative Lesson Follow-Up 10 minutes	• Hand out a baggie of number cards 1-3 and dot cards 1-3 (several of each) to each pair along with a whiteboard and marker. • Model with a partner sitting near you. Pull a card from the stack. If you get a numeral, then you will draw that many circles on your board. If you get a dot card, you will write the matching numeral on your board. Model several rounds of this.
Independent Practice 10 minutes	• Guide students for the guided practice, and the students will complete the remaining problems. • Have students complete the independent practice sheet for 1.2.

KinderMath™

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

Unit Big Idea: Students will count, recognize, identify, and write numbers 0-5.

Optional Mentor Text:
Moo, Baa, La, La, La!
by Sandra Boynton

Lesson Standards:
Counting and Cardinality
K.CC.3, K.CC.4, K.CC.5

Vocabulary Words to Know:
count, one, two, three

Lesson "I Can" Statement:
• *I can recognize and count numbers 1-3.*

Check for Understanding:
• Able to state number when called on during count around the circle
• Able to count out five sticks with one-to-one counting skill during collaborative number sense
• Able to answer simple quantity questions from the read-aloud or math talk
• Able to represent quantities of three in a five frame

Stimulating Critical Thinking:
• How do you know?
• How can you prove your answer?

Materials/Prep:
• Teacher set of five popsicle sticks
• One baggie per pair of five popsicle sticks
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Optional Mentor Text:
Moo, Baa, La, La, La!
by Sandra Boynton

Lesson Standards:
Counting and Cardinality
K.CC.3, K.CC.4, K.CC.5

Vocabulary Words to Know:
count, one, two, three

Lesson "I Can" Statement:
• *I can recognize, write, and count numbers 1-3.*

Check for Understanding:
• Able to state number when called on during count around the circle
• Able to identify numerals 1-3 during collaborative number sense
• Able to answer simple quantity questions from the read-aloud or math talk
• Able to identify and write numerals 1-3 during collaborative lesson follow-up

Stimulating Critical Thinking:
• How do you know?
• How can you prove your answer?

Materials/Prep:
• Teacher set of five popsicle sticks
• 1 baggie of number cards 1-3
• *Moo, Baa, La, La, La!* or Math Talk #1
• Post-it notes and markers
• One five frame template and three snap cubes per pair
• 1 baggie of mixed numeral cards 1-3 and dot cards 1-3

Whole-Group Number Sense 8 Minutes	• Whole-body counting to five: Students will stand in a circle around the math carpet. The teacher will lead the students in sets of whole-body movements in sets of five. • Count around the circle to five" Students will sit around the math carpet in a circle. Each student states one number. After the number five has been reached, start over again at one. - Counting sticks to five: lay down popsicle sticks one at a time as your count with one-to-one correspondence to 5.
Collaborative Number Sense 12 Minutes	• Reference the previous day's book or math talk picture, and ask, "How pigs are there? How do we know?" Show students how you can place one snap cube on your five frame for each animal. Remind students that each snap cube represents ONE pig. • Model with a partner sitting near you how you can turn over one numeral card and represent that number on your five frame. State to the students that they will be able to have the snap cubes represent things like cats, dogs, apples, etc. • Hand each pair 1 baggie with numeral cards 1-3, 3 snap cubes, and 1 frame template.
Whole-Group Fluency 5 minutes	•Five Frame Fingers: Show combinations of 1-3 on the five frames. Students will match the quantity they see on the five frame with their fingers. Ask that students do not show their fingers until you say, "Show me!"
Whole-Group Skill Focus Lesson 15 Minutes	•Have students sit where they can see the read-aloud of *Moo, Baa, La, La, La!* OR **Math Talk #1**. •On the second read through, stop on each set of animals, and have students help you count the quantity. Write the quantity on a Post-it note, place it on that page/picture, and then continue to the end of the book. Using the book or number talk picture, ask these questions: •Which animal is there one of? We make the number one- straight line down, and then you're done. That's how we make a one! •Which animal is there two of? We make a two- around and back on the railroad track, two two! •Which animal is there three of? We make a three- around a tree, around a tree, that's how we make a three!
Collaborative Lesson Follow-Up 10 minutes	• Hand out a baggie of number cards 1-3 and dot cards 1-3 (several of each) to each pair along with a whiteboard and marker. • Model with a partner sitting near you. Pull a card from the stack. If you get a numeral, then you will draw that many circles on your board. If you get a dot card, you will write the matching numeral on your board. Model several rounds of this.
Independent Practice 10 minutes	• Guide students for the guided practice, and the students will complete the remaining problems. • Have students complete the independent practice sheet for 1.2.

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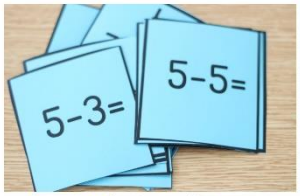
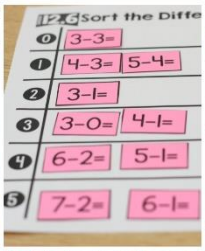
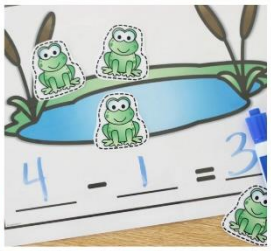
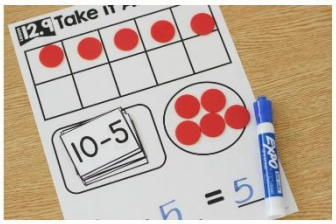
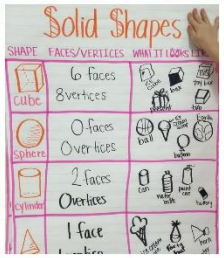
KinderMath in "Action"

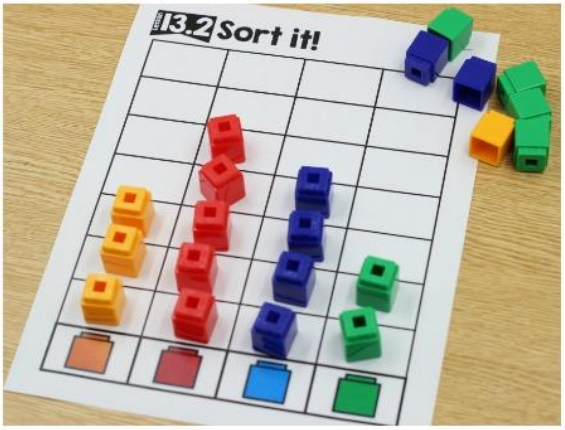


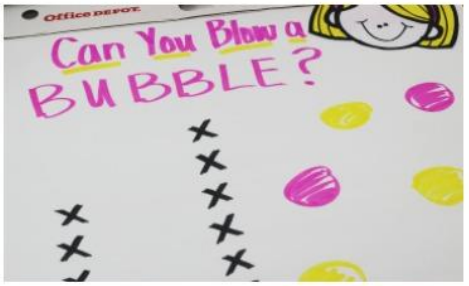


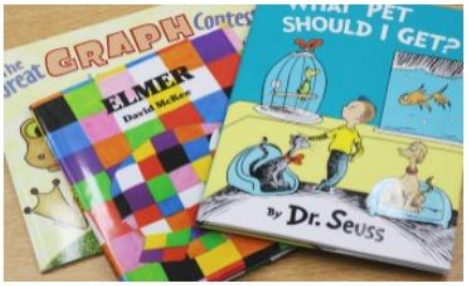


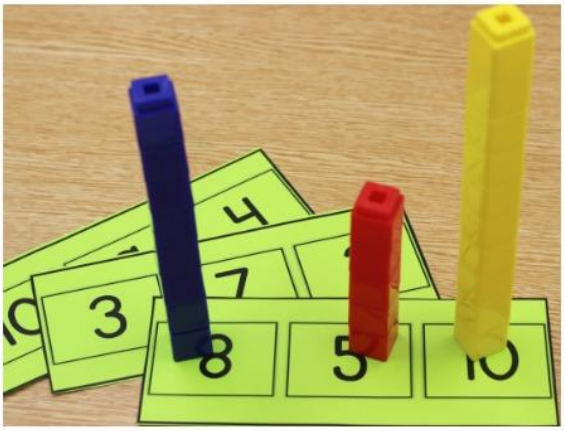


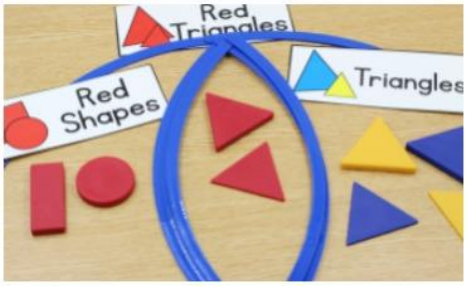


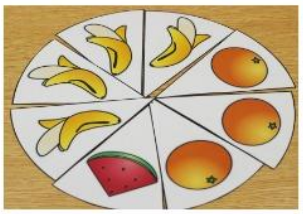












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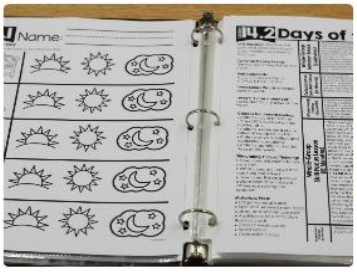
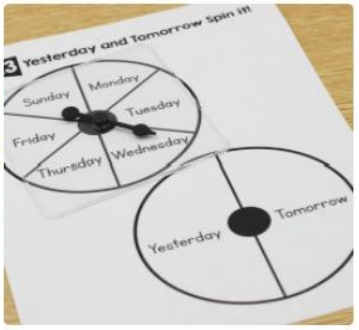
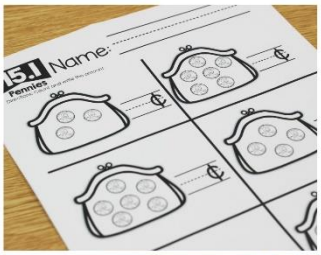
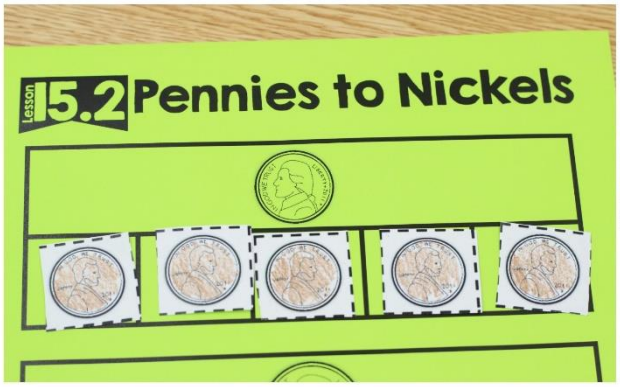
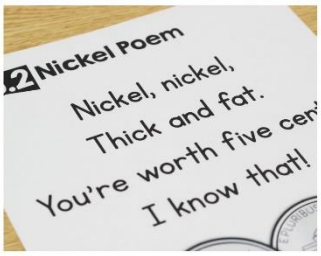
KinderMath in "Action"











KinderMath™

Lesson 1.1 Numbers 1, 2, 3

Unit Big Idea: Students will count, recognize, identify, and write numbers 0-5.

Optional Mentor Text:
Moo, Baa, La, La, La!
by Sandra Boynton

Lesson Standards:
Counting and Cardinality
K.CC.3, K.CC.4, K.CC.5

Vocabulary Words to Know:
count, one, two, three

Lesson "I Can" Statement:
- *I can recognize and count numbers 1-3.*

Check for Understanding:
- Able to state number when called on during count around the circle
- Able to count out five sticks with one-to-one counting skill during collaborative number sense
- Able to answer simple quantity questions from the read-aloud or math talk
- Able to represent quantities of three in a five frame

Stimulating Critical Thinking:
- How do you know?
- How can you prove your answer?

Materials/Prep:
- Teacher set of five popsicle sticks
- One baggie per pair of five popsicle sticks
- *Moo, Baa, La, La, La* or Math Talk #1
- One five frame template and three snap cubes per pair

Whole-Group Number Sense {8 Minutes}

- Whole-body counting to five: Students will stand in a circle around the math carpet. The teacher will lead the students in whole-body movements in sets of five.
- Count around the circle to five: Students will sit around the math carpet in a circle. Each student states one number. After the number five has been reached, start over again at one.
- Counting sticks to five: Lay down popsicle sticks one at a time as you count with one-to-one correspondence to 5.

Collaborative Number Sense {12 Minutes}

- "Throw" five popsicle sticks on the carpet. Ask, "How many popsicle sticks do you see? Can we simply guess how many we see? No, we must count each stick!"
- Students will work with their partners to count out the sticks. Model this with a student sitting near you. State, "1, 2, 3, 4, 5". Then, hand over the sticks to your partner to count. After modeling this 2-3 times, send students off with their partners to count out their sticks.

Whole-Group Fluency {5 minutes}

- Five Frame Fingers: Show combinations up to three on the five frames. Students will match the quantity they see on the five frame with their fingers. Ask that students do not show their fingers until you say, "Show me!"

Whole-Group Skill Focus Lesson {15 Minutes}

- Have students sit where they can see the read aloud of *Moo, Baa, La, La, La!* **(see virtual resources)** or **Math Talk #1**.
- Read through the text one time.
- On the second read-through, have students represent the number of animals they see by showing their fingers.

Ask with a turn and talk:
- How many pigs are there? How many ____ are there?
- How do we know there are only three pigs? We counted.
- What should we do to help us count? (Point to each.)
- What can we say about the number of _____ and _____?
- How else could we show the numbers one, two, and three? (Show the numerals and use fingers.)

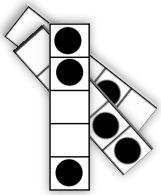
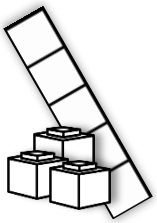
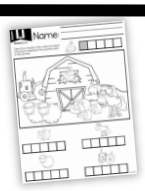
Collaborative Lesson Follow-Up {10 minutes}

- Hand out a blank five frame card and three snap cubes to each set of partners. You will reference the amount of a certain number of animals from the book/math talk pictures, and students will represent it with their snap cubes. Repeat several animals, and have students take turns representing quantities within the five frame. {This process will carry on into the independent follow-up sheet and base of five frame knowledge}.

Independent Practice {10 minutes}

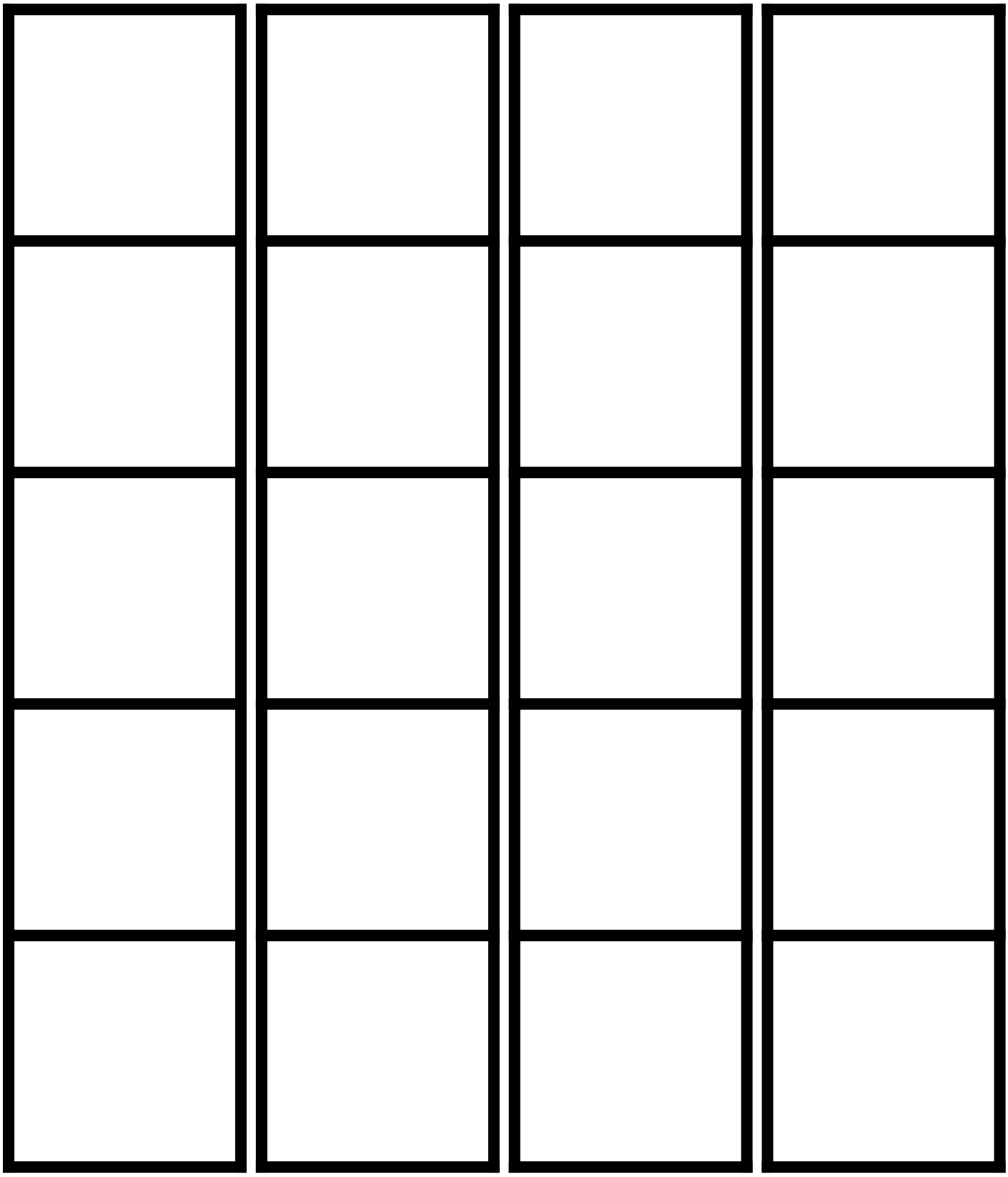
- Guide students for the guided practice, and the students will complete the remaining problems.
- Have students complete the independent practice sheet for 1.1.

Lesson 1.1 Materials/Differentiation

Whole-Group Number Sense {8 Minutes}		• (Teacher) 5 counting sticks • (Students) N/A	• Reinforce: The teacher will lead the whole-body movements and students will count. • Expand: Count to 10 or possibly 20 for the whole-body counting, counting around the circle and counting of sticks.
Number Sense {12 Minutes}		• (Teacher) 5 counting sticks to model • (Students) 5 counting sticks in a small baggie per pair	• Reinforce: Give each student a pair of sticks so that they can both be using the hands-on tools at one time. • Expand: Count to 5 using the sticks and then encourage students to tap the last stick and say "5". Students will then take one stick away as they count backwards to 0 with no more sticks on the carpet.
Whole-Group Fluency {5 minutes}		• (Teacher) 5 frames in the combinations of 1-3 • (Students) N/A	• Reinforce: Show the card without flashing it. Call on <u>several</u> students to have them tell you how many they see. • Expand: Use 5 frames in combinations of 0-5. Call on several students to state how many and how they saw it on the 5 frame.
Whole-Group Skill Focus Lesson {15 Minutes}	 	• (Teacher) Moo, Baa, La, La, La! book OR Math Talk #1 • (Students) N/A	• Reinforce: Give students 3 snap cubes. After each set is counted, they will represent that set with snap cubes and count it back again. • Expand: Call students up to count the animals on the Math Talk or on the pages in the book. Have them state the number aloud. Students at the carpet will write that number on their whiteboards. The students that counted the number will write the correct number on a post-it and place it on the Math Talk or book page.
Collaborative Lesson Follow-Up {10 minutes}		• (Teacher) 1 blank five frame and 3 snap cubes • (Students) 1 blank five frame and 3 snap cubes per pair	• Reinforce: Model counting the animals one-to-one before calling out the number. Give each partner a set of cubes so both have experience with the concrete objects. • Expand: Give students 5 cubes and call out sets of numbers from 0-5.
Independent Practice {10 minutes}		• (Students) 1.1 independent follow-up practice sheet	• Reinforce: Have students color each matching set of animals the same color. • Expand: Have students practice writing their numbers 1-5 on the back.

Lesson 1.1

Student Blank Five Frames

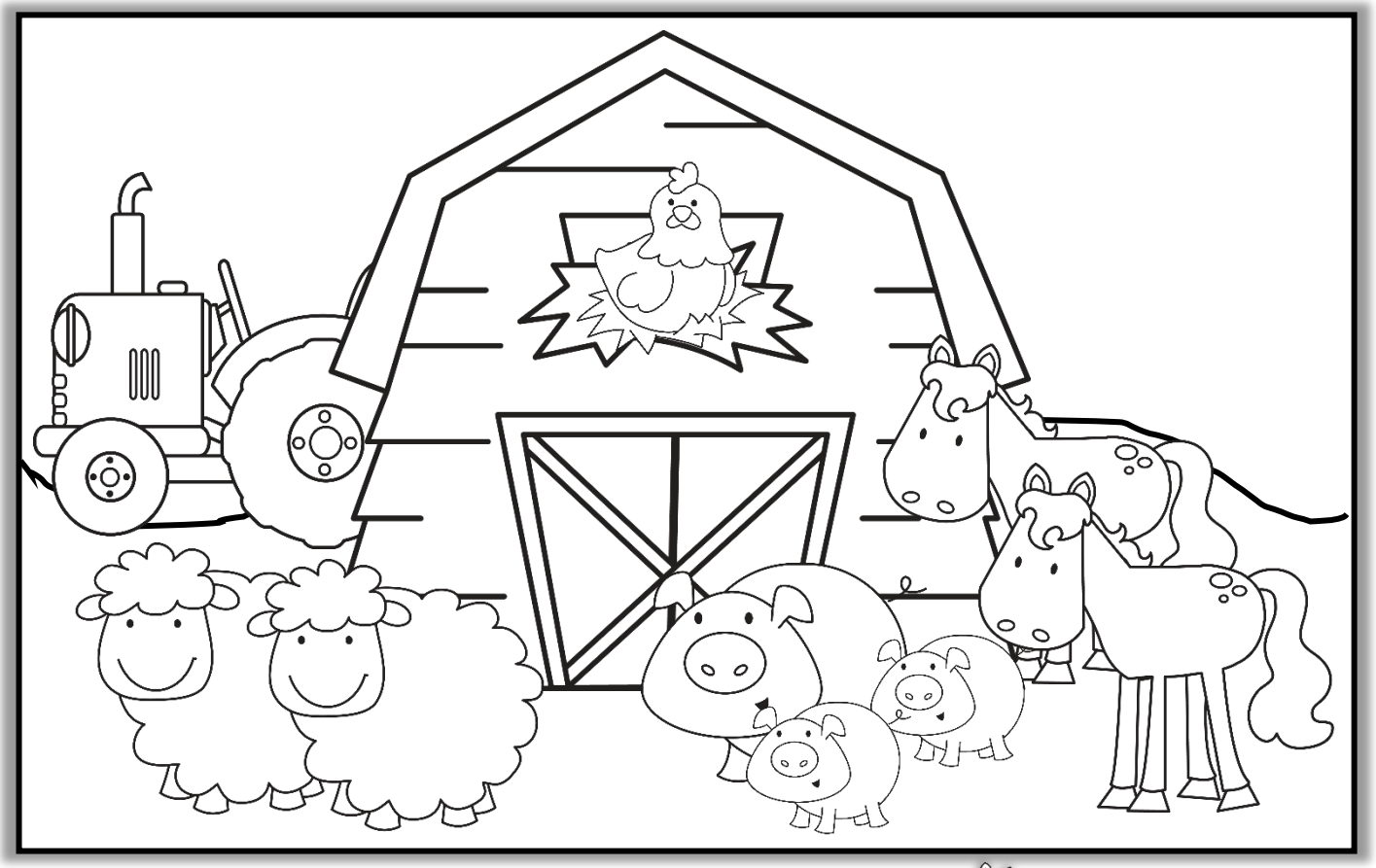


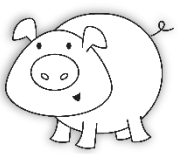
Lesson 1.1

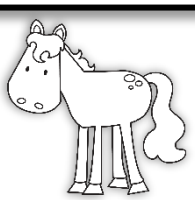
Name: ----------

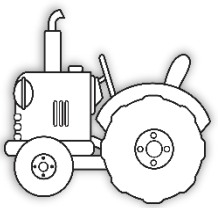
Numbers 1, 2, 3

Directions: Shade in the correct number of boxes to represent the quantity seen in the picture.









Lesson 1.1

Name: ----------

Numbers 1, 2, 3

Directions: Rainbow write each numeral.