KNOX COUNTY PUBLIC SCHOOLS
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Course: Mathematics
Grade: K

Standards Website			
1st Nine Weeks- Module 1 (37 days) **Formative:** Daily Exit Ticket, Topic Ticket, Observation **Summative:** Edulastic & Topic Assessment			
	Standards	**Learning Target**	**Notes:**
1A1	**KY.K.MD.3 Classify and sort objects or people by attributes. Limit objects or people in each category to be less than or equal to 10.** *For a group of 10 (or less) objects/people, students compare and order objects according to a common measurable attribute (height, weight, length, width, depth) shared by the objects (arranging 4 blocks from heaviest to lightest; arranging classmates from tallest to shortest).*	**I can group things or people together based on how they're the same or different, and I can make sure there are no more than 10 in each group.** *Today we will compare objects based on their attributes, like color and size.*	
1A2	**KY.K.MD.3 Classify and sort objects or people by attributes. Limit objects or people in each category to be less than or equal to 10.** *For a group of 10 (or less) objects/people, students compare and order objects according to a common measurable attribute (height, weight, length, width, depth) shared by the objects (arranging 4 blocks from heaviest to lightest; arranging classmates from tallest to shortest).*	**I can group things or people together based on how they're the same or different, and I can make sure there are no more than 10 in each group.** *Today we will sort objects into two categories by things like color.*	
1A3	**KY.K.CC.5 Given a number from 1-20, count out that many objects. a. Count to answer "how many?" questions with as many as 20 things arranged in a line, a rectangular array, or a circle.** **KY.K.MD.3 Classify and sort objects or people by attributes. Limit objects or people in each category to be less than or equal to 10.** *For a group of 10 (or less) objects/people, students compare and order objects according to a common measurable attribute (height, weight, length, width, depth) shared by the objects (arranging 4 blocks from heaviest to lightest; arranging classmates from tallest to shortest).*	**I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're in a line.** **I can group things or people together based on how they're the same or different, and I can make sure there are no more than 10 in each group.** *Today we will classify objects into two categories and count them.*	
1A4	**KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count*	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time.**	Ky.K.CC.1.B is not covered in Eureka and you will need to

	forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30. **KY.K.MD.3 Classify and sort objects or people by attributes. Limit objects or people in each category to be less than or equal to 10.** *For a group of 10 (or less) objects/people, students compare and order objects according to a common measurable attribute (height, weight, length, width, depth) shared by the objects (arranging 4 blocks from heaviest to lightest; arranging classmates from tallest to shortest).*	**I can group things or people together based on how they're the same or different, and I can make sure there are no more than 10 in each group.***Today we will classify objects into three categories and count them.*	find supplemental material to teach the content.
1A5	**KY.K.CC.3 Represent numbers. b. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).** *When students are given a written numeral, represent with objects within 20* **KY.K.MD.3 Classify and sort objects or people by attributes. Limit objects or people in each category to be less than or equal to 10.** *For a group of 10 (or less) objects/people, students compare and order objects according to a common measurable attribute (height, weight, length, width, depth) shared by the objects (arranging 4 blocks from heaviest to lightest; arranging classmates from tallest to shortest).*	**I can show how many things there are by writing the number that tells how many, like writing '4' when there are four blocks.** **I can group things or people together based on how they're the same or different, and I can make sure there are no more than 10 in each group.***Today we will classify objects into three categories, count them, and match to a numeral.*	
1B6	**KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.* **KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.** **KY.K.CC.5 Given a number from 1-20, count out that many objects. a. Count to answer "how many?" questions with as**	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time.** **I can count objects and match each one to a number.** **I know that the last number I say is how many objects there are.** **I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're in a line.***Today we will organize, count, and represent a collection of objects.*	Ky.K.CC.1.B is not covered in Eureka and you will need to find supplemental material to teach the content.

	many as 20 things arranged in a line, a rectangular array, or a circle.		
1B7	**KY.K.CC.3 Represent numbers. b. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).** *When students are given a written numeral, represent with objects within 20* **KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.** **KY.K.CC.5 Given a number from 1-20, count out that many objects. a. Count to answer "how many?" questions with as many as 20 things arranged in a line, a rectangular array, or a circle.**	**I can show how many things there are by writing the number that tells how many, like writing '4' when there are four blocks.** **I can count objects and match each one to a number.** **I know that the last number I say is how many objects there are.** **I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're in a line.***Today we will practice counting.*	
1B8	**KY.K.CC.5 Given a number from 1-20, count out that many objects. a. Count to answer "how many?" questions with as many as 20 things arranged in a line, a rectangular array, or a circle. b. Count to answer "how many?" questions with as many as 10 things in a scattered configuration.** *When presented with a numeral (in the range of 1-20), the student creates a collection of a like amount. When presented with a collection (in the range of 1-20) the student connects that collection to the correct numeral. When presented with collections in structured arrangements (line, circle, array and others) the student determines the quantity of that collection by counting. When presented with collections in an unstructured arrangement the student determines the quantity of that collection by counting.* **KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same**	**I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're in a line, a group, or even scattered around.** **I know that the last number I say is how many objects there are.** *Today we will count sets in a line, a group, and even things that are scattered.*	**Combine 1B8 and 1B9**

	regardless of their arrangement or the order in which they were counted.		
1C10	**KY.K.CC.5 Given a number from 1-20, count out that many objects. a. Count to answer "how many?" questions with as many as 20 things arranged in a line, a rectangular array, or a circle. b. Count to answer "how many?" questions with as many as 10 things in a scattered configuration.** *When presented with a numeral (in the range of 1-20), the student creates a collection of a like amount. When presented with a collection (in the range of 1-20) the student connects that collection to the correct numeral. When presented with collections in structured arrangements (line, circle, array and others) the student determines the quantity of that collection by counting. When presented with collections in an unstructured arrangement the student determines the quantity of that collection by counting.*	**I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're in a line, a group, or even scattered around.***Today we will count out a group of objects to match a given number.*	
1C11	**KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20.** *Students write all numerals in the range of 0-20 (1, 2, 3, 4, 5…)*	**I can write numbers from 0 to 20, like drawing the numbers on paper.***Today we will write numbers 1 , 2, and 3 to answer questions about how many.*	
1C12	**KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.* **KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20. b. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).** *Students write all numerals in the range of 0-20 (1, 2, 3, 4, 5…) When students are given a written numeral, represent with objects within 20*	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time.** **I can write numbers from 0 to 20, like drawing the numbers on paper.** **I can show how many things there are by writing the number that tells how many, like writing '4' when there are four blocks.** *Today we will write numbers 4 and 5 to answer questions about how many.*	Ky.K.CC.1.B is not covered in Eureka and you will need to find supplemental material to teach the content.
1C13	**KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.**	**I can count objects and match each one to a number.** **I know that the last number I say is how many objects there are.** *Today we will count out a given number of objects.*	

1D14	**KY.K.MD.3 Classify and sort objects or people by attributes. Limit objects or people in each category to be less than or equal to 10.** *For a group of 10 (or less) objects/people, students compare and order objects according to a common measurable attribute (height, weight, length, width, depth) shared by the objects (arranging 4 blocks from heaviest to lightest; arranging classmates from tallest to shortest).*	**I can group things or people together based on how they're the same or different, and I can make sure there are no more than 10 in each group.***Today we will understand the meaning of zero (0) .*	
1D15	**KY.K.MD.3 Classify and sort objects or people by attributes. Limit objects or people in each category to be less than or equal to 10.** *For a group of 10 (or less) objects/people, students compare and order objects according to a common measurable attribute (height, weight, length, width, depth) shared by the objects (arranging 4 blocks from heaviest to lightest; arranging classmates from tallest to shortest).*	**I can group things or people together based on how they're the same or different, and I can make sure there are no more than 10 in each group.***Today we will sort the same group of objects in different ways and count them.*	
1D16	**KY.K.MD.3 Classify and sort objects or people by attributes. Limit objects or people in each category to be less than or equal to 10.** *For a group of 10 (or less) objects/people, students compare and order objects according to a common measurable attribute (height, weight, length, width, depth) shared by the objects (arranging 4 blocks from heaviest to lightest; arranging classmates from tallest to shortest).*	**I can group things or people together based on how they're the same or different, and I can make sure there are no more than 10 in each group.***Today we will look at pictures and count objects.*	
1D17	**KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.**	**I can count objects and match each one to a number.** **I know that the last number I say is how many objects there are.** *Today we will model story problems.*	
1D18	**KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the**	**I can count objects and match each one to a number.** **I know that the last number I say is how many objects there are.** *Today we will model story problems to tell what numbers represent in the story.*	

	same regardless of their arrangement or the order in which they were counted.		
Review and <u>QUIZ over A-D</u>			
1E19	**KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.* **KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.** **KY.K.CC.5 Given a number from 1-20, count out that many objects. a. Count to answer "how many?" questions with as many as 20 things arranged in a line, a rectangular array, or a circle. b. Count to answer "how many?" questions with as many as 10 things in a scattered configuration.** *When presented with a numeral (in the range of 1-20), the student creates a collection of a like amount. When presented with a collection (in the range of 1-20) the student connects that collection to the correct numeral. When presented with collections in structured arrangements (line, circle, array and others) the student determines the quantity of that collection by counting. When presented with collections in an unstructured arrangement the student determines the quantity of that collection by counting.*	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time.** **I can count objects and match each one to a number.** **I know that the last number I say is how many objects there are.** **I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're in a line, a group, or even scattered around.***Today we will organize, count and represent a collection of objects.*	Ky.K.CC.1.B is not covered in Eureka and you will need to find supplemental material to teach the content.

1E20	**KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.** **KY.K.CC.5 Given a number from 1-20, count out that many objects. a. Count to answer "how many?" questions with as many as 20 things arranged in a line, a rectangular array, or a circle.**	**I know that the last number I say is how many objects there are.** **I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're in a line.***Today we will count objects in 5 groups and arrays and match it to a number.*	
1E21	**KY.K.CC.3 Represent numbers. b. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).** *When students are given a written numeral, represent with objects within 20* **KY.K.CC.5 Given a number from 1-20, count out that many objects. a. Count to answer "how many?" questions with as many as 20 things arranged in a line, a rectangular array, or a circle.**	**I can show how many things there are by writing the number that tells how many, like writing '4' when there are four blocks.** **I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're in a line.***Today we will count sets in arranged in a circle and match it to a number.*	
1E22	**KY.K.CC.3 Represent numbers. b. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).** *When students are given a written numeral, represent with objects within 20* **KY.K.CC.5 Given a number from 1-20, count out that many objects. b. Count to answer "how many?" questions with as many as 10 things in a scattered configuration.**	**I can show how many things there are by writing the number that tells how many, like writing '4' when there are four blocks.** **I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're scattered around.***Today we will count sets that are scattered and match it to a number.*	
1E23	**KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.**	**I know that the last number I say is how many objects there are.** *Today we will learn that it doesn't matter where we start counting, the number will be the same.*	
1F24	**KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20.** *Students write all numerals in the range of 0-20 (1, 2, 3, 4, 5…)*	**I can write numbers from 0 to 20, like drawing the numbers on paper.***Today we will count out a group of objects to match a number.*	
1F25	**KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20.** *Students write all numerals in the range of 0-20 (1, 2, 3, 4, 5…)*	**I can write numbers from 0 to 20, like drawing the numbers on paper.***Today we will write numbers 6 and 7.*	

1F26	**KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.* **KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20.** *Students write all numerals in the range of 0-20 (1, 2, 3, 4, 5…)*	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time. I can write numbers from 0 to 20, like drawing the numbers on paper.***Today we will write number 8.*	Ky.K.CC.1.B is not covered in Eureka and you will need to find supplemental material to teach the content.
1F27	**KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20.** *Students write all numerals in the range of 0-20 (1, 2, 3, 4, 5…)*	**I can write numbers from 0 to 20, like drawing the numbers on paper.***Today we will write the numbers 9 and 10.*	
1F28	**KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.*	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time.***Today we will order numbers 1 to 10 and find a missing number when counting.*	Ky.K.CC.1.B is not covered in Eureka. You will need to find supplemental material to teach the content.
1G29	**KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger.**	**I understand that when I count, each number I say is one more than the one before it.***Today we will model the pattern of 1 more.*	
1G30	**KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger.**	**I understand that when I count, each number I say is one more than the one before it.***Today we will model the pattern of 1 more.*	
1G31	**KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger.**	**I understand that when I count, each number I say is one more than the one before it.***Today we will model the pattern of 1 less.*	
1G32	**KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger.**	**I understand that when I count, each number I say is one more than the one before it.***Today we will model the pattern of 1 less.*	
1G33	**KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.*	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time.**	Ky.K.CC.1.B is not covered in Eureka and you will need to find supplemental

	KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	**I can count objects and match each one to a number.** **I know that the last number I say is how many objects there are.** **I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're in a line, a group, or even scattered around.***Today we will organize, count, and represent a collection of objects.*	material to teach the content.
1 day for module review			
District Common Assessment #1			
2nd Nine Weeks- Module 2 (16 days) & Module 3 (23 days)			
	Standards	**Learning Target**	**Notes:**
2A1	**KY.K.G.4 Describe the similarities, differences and attributes of two and three dimensional shapes using different sizes and orientations.** *When considering two-dimensional shapes (square, circle, triangle, rectangle, hexagon) or objects and three dimensional shapes (cube, cone, cylinder, sphere) or objects, students describe similarities, differences and attributes. ("The window and paper are both rectangles, but the window sits sideways and my paper is long ways." "My book and my paper both look like rectangles, but my book is three-dimensional because it is thicker.")*	**I can talk about how shapes are alike or different, and I can tell about their parts, like sides and corners, even if they're big or small or turned different ways.***Today we will find and describe attributes of flat shapes.*	
2A2	**KY.K.G.1 Name and describe shapes in the environment. a. Describe objects in the environment using names of shapes. b. Describe the relative positions of these objects using terms above, below, in front of, behind and next to.** *For objects in student's environment, the student accurately provides a shape name (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres). ("The clock on the wall is a circle." "The desktop is a rectangle.") Students use positional language to describe the relationships between objects ("The clock is above the bulletin board." "My desk is next to the computer table.")*	**I can look at things around me and say what shape they are and I can also say where they are, like if they're above, below, in front of, behind, or next to something else.** **I can tell the names of shapes, like circles, squares, and triangles, even if they're turned around or different sizes.** **I can talk about how shapes are alike or different, and I can tell about their parts, like sides and corners, even if they're big or small or turned**	

	KY.K.G.2 Correctly name shapes regardless of orientations or overall size. *Students identify and name shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres) regardless of size, orientation, or positioning. (The classroom window is a rectangle and this paper is a rectangle, too.)* **KY.K.G.4 Describe the similarities, differences and attributes of two and three dimensional shapes using different sizes and orientations.** *When considering two-dimensional shapes (square, circle, triangle, rectangle, hexagon) or objects and three dimensional shapes (cube, cone, cylinder, sphere) or objects, students describe similarities, differences and attributes. ("The window and paper are both rectangles, but the window sits sideways and my paper is long ways." "My book and my paper both look like rectangles, but my book is three-dimensional because it is thicker.")*	**different ways.***Today we will classify shapes as triangles or not triangles.*	
2A3	**KY.K.G.1 Name and describe shapes in the environment. a. Describe objects in the environment using names of shapes. b. Describe the relative positions of these objects using terms above, below, in front of, behind and next to.** *For objects in student's environment, the student accurately provides a shape name (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres). ("The clock on the wall is a circle." "The desktop is a rectangle.") Students use positional language to describe the relationships between objects ("The clock is above the bulletin board." "My desk is next to the computer table.")* **KY.K.G.2 Correctly name shapes regardless of orientations or overall size.** *Students identify and name shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres) regardless of size, orientation, or positioning. (The classroom window is a rectangle and this paper is a rectangle, too.)* **KY.K.G.4 Describe the similarities, differences and attributes of two and three dimensional shapes using different sizes and orientations.** *When considering two-dimensional shapes (square, circle, triangle, rectangle, hexagon) or objects and three dimensional shapes (cube, cone, cylinder, sphere) or objects, students describe similarities, differences and attributes. ("The*	**I can look at things around me and say what shape they are and I can also say where they are, like if they're above, below, in front of, behind, or next to something else.** **I can tell the names of shapes, like circles, squares, and triangles, even if they're turned around or different sizes.** **I can talk about how shapes are alike or different, and I can tell about their parts, like sides and corners, even if they're big or small or turned different ways.***Today we will classify shapes as circles, hexagons, or neither.*	

	window and paper are both rectangles, but the window sits sideways and my paper is long ways." "My book and my paper both look like rectangles, but my book is three-dimensional because it is thicker.")		
2A4	**KY.K.G.1 Name and describe shapes in the environment. a. Describe objects in the environment using names of shapes. b. Describe the relative positions of these objects using terms above, below, in front of, behind and next to.** *For objects in student's environment, the student accurately provides a shape name (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres). ("The clock on the wall is a circle." "The desktop is a rectangle.") Students use positional language to describe the relationships between objects ("The clock is above the bulletin board." "My desk is next to the computer table.")* **KY.K.G.2 Correctly name shapes regardless of orientations or overall size.** *Students identify and name shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres) regardless of size, orientation, or positioning. (The classroom window is a rectangle and this paper is a rectangle, too.)* **KY.K.G.4 Describe the similarities, differences and attributes of two and three dimensional shapes using different sizes and orientations.** *When considering two-dimensional shapes (square, circle, triangle, rectangle, hexagon) or objects and three dimensional shapes (cube, cone, cylinder, sphere) or objects, students describe similarities, differences and attributes. ("The window and paper are both rectangles, but the window sits sideways and my paper is long ways." "My book and my paper both look like rectangles, but my book is three-dimensional because it is thicker.")*	**I can look at things around me and say what shape they are and I can also say where they are, like if they're above, below, in front of, behind, or next to something else.** **I can tell the names of shapes, like circles, squares, and triangles, even if they're turned around or different sizes.** **I can talk about how shapes are alike or different, and I can tell about their parts, like sides and corners, even if they're big or small or turned different ways.***Today we will classify shapes as rectangles or not rectangles, including squares.*	
2A5	**KY.K.G.1 Name and describe shapes in the environment. a. Describe objects in the environment using names of shapes. b. Describe the relative positions of these objects using terms above, below, in front of, behind and next to.** *For objects in student's environment, the student accurately provides a shape name (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres). ("The clock on the wall is a circle." "The desktop is a rectangle.") Students use positional*	**I can look at things around me and say what shape they are and I can also say where they are, like if they're above, below, in front of, behind, or next to something else.***Today we will describe the position of flat shapes.*	

	language to describe the relationships between objects ("The clock is above the bulletin board." "My desk is next to the computer table.")		
2B6	**KY.K.G.3 Identify shapes as two-dimensional or three-dimensional.***When presented with a shape or object, students determine whether it is two-dimensional (square, circle, triangle, rectangle, or hexagon) or three-dimensional (cube, cone, cylinder, sphere). Students express mathematical reasoning regarding their responses. (The block is three-dimensional because it's thick and not flat like paper.)*	**I can look at shapes and say if they are flat like paper (2 dimensional) or are thick and can be held like a block (3 dimensional).***Today we will learn the difference between flat shapes and solid shapes.*	
2B7-8	**KY.K.G.2 Correctly name shapes regardless of orientations or overall size.** *Students identify and name shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres) regardless of size, orientation, or positioning. (The classroom window is a rectangle and this paper is a rectangle, too.)* **KY.K.G.4 Describe the similarities, differences and attributes of two and three dimensional shapes using different sizes and orientations.** *When considering two-dimensional shapes (square, circle, triangle, rectangle, hexagon) or objects and three dimensional shapes (cube, cone, cylinder, sphere) or objects, students describe similarities, differences and attributes. ("The window and paper are both rectangles, but the window sits sideways and my paper is long ways." "My book and my paper both look like rectangles, but my book is three-dimensional because it is thicker.")*	**I can tell the names of shapes, like circles, squares, and triangles, even if they're turned around or different sizes.** **I can tell the names of shapes, like circles, squares, and triangles, even if they're turned around or different sizes.** **I can talk about how shapes are alike or different, and I can tell about their parts, like sides and corners, even if they're big or small or turned different ways.***Today we will name solid shapes and describe how they look and feel and classify them based on the ways they can be moved.*	
2B9	**KY.K.G.3 Identify shapes as two-dimensional or three-dimensional.***When presented with a shape or object, students determine whether it is two-dimensional (square, circle, triangle, rectangle, or hexagon) or three-dimensional (cube, cone, cylinder, sphere). Students express mathematical reasoning* **KY.K.G.4 Describe the similarities, differences and attributes of two and three dimensional shapes using different sizes and orientations.** *When considering two-dimensional shapes (square, circle, triangle, rectangle, hexagon) or objects and three dimensional shapes (cube, cone, cylinder, sphere) or objects, students describe similarities, differences and attributes. ("The window and paper are both rectangles, but the window sits*	**I can look at shapes and say if they are flat like paper (2 dimensional) or are thick and can be held like a block (3 dimensional).** **I can talk about how shapes are alike or different, and I can tell about their parts, like sides and corners, even if they're big or small or turned different ways.***Today we will match solid shapes to their flat faces.*	

	sideways and my paper is long ways." "My book and my paper both look like rectangles, but my book is three-dimensional because it is thicker.")regarding their responses. (The block is three-dimensional because it's thick and not flat like paper.)		
2C10	**KY.K.G.4 Describe the similarities, differences and attributes of two and three dimensional shapes using different sizes and orientations.** *When considering two-dimensional shapes (square, circle, triangle, rectangle, hexagon) or objects and three dimensional shapes (cube, cone, cylinder, sphere) or objects, students describe similarities, differences and attributes. ("The window and paper are both rectangles, but the window sits sideways and my paper is long ways." "My book and my paper both look like rectangles, but my book is three-dimensional because it is thicker.")* **KY.K.G.5 Model shapes in the world by building figures from components and drawing shapes.** *Students construct and draw models of shapes (square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, sphere) in the world around them. Students create shapes with materials that include but are not limited to straws, pipe cleaners, popsicle sticks or clay and describe the shape they create. (Students use sticks and a ball to replicate an ice cream cone.)*	**I can talk about how shapes are alike or different, and I can tell about their parts, like sides and corners, even if they're big or small or turned different ways.** **I can make shapes like squares, triangles, and circles using things like blocks or drawing them on paper.***Today we will construct a circle.*	
2C11	**KY.K.G.2 Correctly name shapes regardless of orientations or overall size.** *Students identify and name shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres) regardless of size, orientation, or positioning. (The classroom window is a rectangle and this paper is a rectangle, too.)* **KY.K.G.5 Model shapes in the world by building figures from components and drawing shapes.** *Students construct and draw models of shapes (square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, sphere) in the world around them. Students create shapes with materials that include but are not limited to straws, pipe cleaners, popsicle sticks or clay and describe the shape they create. (Students use sticks and a ball to replicate an ice cream cone.)*	**I can tell the names of shapes, like circles, squares, and triangles, even if they're turned around or different sizes.** **I can make shapes like squares, triangles, and circles using things like blocks or drawing them on paper.***Today we will construct and classify polygons.*	

2C12	**KY.K.G.4 Describe the similarities, differences and attributes of two and three dimensional shapes using different sizes and orientations.** *When considering two-dimensional shapes (square, circle, triangle, rectangle, hexagon) or objects and three dimensional shapes (cube, cone, cylinder, sphere) or objects, students describe similarities, differences and attributes. ("The window and paper are both rectangles, but the window sits sideways and my paper is long ways." "My book and my paper both look like rectangles, but my book is three-dimensional because it is thicker.")* **KY.K.G.5 Model shapes in the world by building figures from components and drawing shapes.** *Students construct and draw models of shapes (square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, sphere) in the world around them. Students create shapes with materials that include but are not limited to straws, pipe cleaners, popsicle sticks or clay and describe the shape they create. (Students use sticks and a ball to replicate an ice cream cone.)*	**I can talk about how shapes are alike or different, and I can tell about their parts, like sides and corners, even if they're big or small or turned different ways.** **I can make shapes like squares, triangles, and circles using things like blocks or drawing them on paper.***Today we will construct solid shapes by using a square base.*	
2C13	**KY.K.G.4 Describe the similarities, differences and attributes of two and three dimensional shapes using different sizes and orientations.** *When considering two-dimensional shapes (square, circle, triangle, rectangle, hexagon) or objects and three dimensional shapes (cube, cone, cylinder, sphere) or objects, students describe similarities, differences and attributes. ("The window and paper are both rectangles, but the window sits sideways and my paper is long ways." "My book and my paper both look like rectangles, but my book is three-dimensional because it is thicker.")* **KY.K.G.5 Model shapes in the world by building figures from components and drawing shapes.** *Students construct and draw models of shapes (square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, sphere) in the world around them. Students create shapes with materials that include but are not limited to straws, pipe cleaners, popsicle sticks or clay and describe the shape they create. (Students use sticks and a ball to replicate an ice cream cone.)*	**I can talk about how shapes are alike or different, and I can tell about their parts, like sides and corners, even if they're big or small or turned different ways.** **I can make shapes like squares, triangles, and circles using things like blocks or drawing them on paper.***Today we will draw flat shapes.*	

2C14	**KY.K.G.1 Name and describe shapes in the environment. a. Describe objects in the environment using names of shapes. b. Describe the relative positions of these objects using terms above, below, in front of, behind and next to.** *For objects in student's environment, the student accurately provides a shape name (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres). ("The clock on the wall is a circle." "The desktop is a rectangle.") Students use positional language to describe the relationships between objects ("The clock is above the bulletin board." "My desk is next to the computer table.")* **KY.K.G.2 Correctly name shapes regardless of orientations or overall size.** *Students identify and name shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres) regardless of size, orientation, or positioning. (The classroom window is a rectangle and this paper is a rectangle, too.)*	**I can look at things around me and say what shape they are and I can also say where they are, like if they're above, below, in front of, behind, or next to something else.** **I can tell the names of shapes, like circles, squares, and triangles, even if they're turned around or different sizes.***Today we will compose flat shapes.*	
2C15	**KY.K.G.4 Describe the similarities, differences and attributes of two and three dimensional shapes using different sizes and orientations.** *When considering two-dimensional shapes (square, circle, triangle, rectangle, hexagon) or objects and three dimensional shapes (cube, cone, cylinder, sphere) or objects, students describe similarities, differences and attributes. ("The window and paper are both rectangles, but the window sits sideways and my paper is long ways." "My book and my paper both look like rectangles, but my book is three-dimensional because it is thicker.")*	**I can talk about how shapes are alike or different, and I can tell about their parts, like sides and corners, even if they're big or small or turned different ways.***Today we will compose solid shapes to create a structure that can fit a toy inside.*	
2C16	**KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.* **KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).** *Students verbally count forward starting at a number other than one (58, 59, 60, 61, 62. . .) within 100.* **KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20. b. Represent a number of objects with a written numeral**	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time.** **I can start counting from any number I know, like 5 or 10, and keep counting up to 100 without needing to start at 1 every time.** **I can write numbers from 0 to 20, like drawing the numbers on paper.** **I can show how many things there are by writing the number that tells how many, like writing '4' when there are four blocks.**	Ky.K.CC.1.B is not covered in Eureka and you will need to find supplemental material to teach the content. This lesson is optional. Only teach it

	0-20 (with 0 representing a count of no objects). *Students write all numerals in the range of 0-20 (1, 2, 3, 4, 5…) When students are given a written numeral, represent with objects within 20* **KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.** *Students understand each object being counted is given only one number name and this naming occurs in the correct sequence (one, two, three, four. . .). Once students concluded counting a group of objects in different arrangements, the student correctly identifies the amount of objects in that group (rather than recounting the group). Students verbally count by ones, connecting each number word with a quantity (or collection) as the count progresses.* **KY.K.CC.5 Given a number from 1-20, count out that many objects. a. Count to answer "how many?" questions with as many as 20 things arranged in a line, a rectangular array, or a circle. b. Count to answer "how many?" questions with as many as 10 things in a scattered configuration.** *When presented with a numeral (in the range of 1-20), the student creates a collection of a like amount. When presented with a collection (in the range of 1-20) the student connects that collection to the correct numeral. When presented with collections in structured arrangements (line, circle, array and others) the student determines the quantity of that collection by counting. When presented with collections in an unstructured arrangement the student determines the quantity of that collection by counting.*	**I can count objects and match each one to a number.** **I know that the last number I say is how many objects there are.** **I understand that when I count, each number I say is one more than the one before it.** **I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're in a line, a group, or even scattered around.***Today we will organize, count, and represent a collection of objects.*	if you are ahead on pacing.
1 Day for Review			
	<u>District Common Assessment #2</u>		

3A1	**KY.K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/ "less of" the attribute and describe the difference.** *Students consider and compare a common measurable attribute shared by two objects (Which cup is taller and which is shorter? Which bucket of sand is heavier and which is lighter?).*	**I can look at two things, like two toys, and see which one has more or less of something, like being taller or shorter, and then describe how they are different.** *Today we will align the endpoints of objects so that I can see which one is taller than and shorter than the other.*	
3A2	**KY.K.MD.1 Describe measurable attributes (length, height, weight, width, depth) of an object or a set of objects using appropriate vocabulary.** *For a single object, students verbally identify more than one attribute measured (wooden block - height, weight).*	**I can talk about how big or small things are, like how long or tall they are, how heavy they are, or how wide or deep they are, using the right vocabulary words.** *Today we will compare lengths of simple straight objects by using longer than, shorter than, and about the same length as.*	
3A3	**KY.K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/ "less of" the attribute and describe the difference.** *Students consider and compare a common measurable attribute shared by two objects (Which cup is taller and which is shorter? Which bucket of sand is heavier and which is lighter?).*	**I can look at two things, like two toys, and see which one has more or less of something, like being taller or shorter, and then describe how they are different.** *Today we will compare lengths of complex objects by using longer than, shorter than, and about the length as.*	
3A4-5	**KY.K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/ "less of" the attribute and describe the difference.** *Students consider and compare a common measurable attribute shared by two objects (Which cup is taller and which is shorter? Which bucket of sand is heavier and which is lighter?).*	**I can look at two things, like two toys, and see which one has more or less of something, like being taller or shorter, and then describe how they are different.** *Today we will compare the lengths of cube sticks to flat shapes and to other cube sticks.*	**Combine 3A4 and 3A5**
3A6	**KY.K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/ "less of" the attribute and describe the difference.** *Students consider and compare a common measurable attribute shared by two objects (Which cup is taller and which is shorter? Which bucket of sand is heavier and which is lighter?).*	**I can look at two things, like two toys, and see which one has more or less of something, like being taller or shorter, and then describe how they are different.** *Today we will compose cube sticks that are the same length.*	
3B7	**KY.K.MD.1 Describe measurable attributes (length, height, weight, width, depth) of an object or a set of objects using appropriate vocabulary.** *For a single object, students verbally identify more than one attribute measured (wooden block - height, weight).*	**I can talk about how big or small things are, like how long or tall they are, how heavy they are, or how wide or deep they are, using the right vocabulary words.** *Today we will compare weights*	

		by using heavier than, lighter than, and about the same weight as.	
3B8-9	**KY.K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/ "less of" the attribute and describe the difference.** *Students consider and compare a common measurable attribute shared by two objects (Which cup is taller and which is shorter? Which bucket of sand is heavier and which is lighter?).*	**I can look at two things, like two toys, and see which one has more or less of something, like being taller or shorter, and then describe how they are different.***Today we will use a balance scale to compare two objects and to compare an object to a group of cubes.*	**Combine 3B8 and 3B9**
3B10	**KY.K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/ "less of" the attribute and describe the difference.** *Students consider and compare a common measurable attribute shared by two objects (Which cup is taller and which is shorter? Which bucket of sand is heavier and which is lighter?).*	**I can look at two things, like two toys, and see which one has more or less of something, like being taller or shorter, and then describe how they are different.***Today we will use a balance scale to compare an object to different units.*	
3B11	**KY.K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/ "less of" the attribute and describe the difference.** *Students consider and compare a common measurable attribute shared by two objects (Which cup is taller and which is shorter? Which bucket of sand is heavier and which is lighter?).*	**I can look at two things, like two toys, and see which one has more or less of something, like being taller or shorter, and then describe how they are different.***Today we will observe conservation of weight on the balance scale.*	
Review and QUIZ over A-B			
3C12	**KY.K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.** *Compare two collections (each containing up to 10 objects) to determine whether one collection is greater than, less than, or equal to the other. Students use matching strategies (pairing items from the collections) or counting strategies (counting one collection and then the other). Note: Students do not need to use the relation symbols greater than (>), less than (<) and equal to (=) to compare groups of objects.* **KY.K.MD.1 Describe measurable attributes (length, height, weight, width, depth) of an object or a set of objects using appropriate vocabulary.** *For a single object, students verbally identify more than one attribute measured (wooden block - height, weight).*	**I can figure out if there are more(greater than), less (less than) , or the same (equal) number of things in one group compared to another group. I can talk about how big or small things are, like how long or tall they are, how heavy they are, or how wide or deep they are, using the right vocabulary words.***Today we will relate more and fewer to length.*	

3C13	**KY.K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.** *Compare two collections (each containing up to 10 objects) to determine whether one collection is greater than, less than, or equal to the other. Students use matching strategies (pairing items from the collections) or counting strategies (counting one collection and then the other). Note: Students do not need to use the relation symbols greater than (>), less than (<) and equal to (=) to compare groups of objects.*	**I can figure out if there are more(greater than), less (less than) , or the same (equal) number of things in one group compared to another group.** *Today we will compare sets by using more than, fewer than, and the same number as.*	
3C14	**KY.K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.** *Compare two collections (each containing up to 10 objects) to determine whether one collection is greater than, less than, or equal to the other. Students use matching strategies (pairing items from the collections) or counting strategies (counting one collection and then the other). Note: Students do not need to use the relation symbols greater than (>), less than (<) and equal to (=) to compare groups of objects.*	**I can figure out if there are more(greater than), less (less than) , or the same (equal) number of things in one group compared to another group.** *Today we will use numbers to compare sets with like units.*	
3C15	**KY.K.MD.3 Classify and sort objects or people by attributes. Limit objects or people in each category to be less than or equal to 10.** *For a group of 10 (or less) objects/people, students compare and order objects according to a common measurable attribute (height, weight, length, width, depth) shared by the objects (arranging 4 blocks from heaviest to lightest; arranging classmates from tallest to shortest).*	**I can group things or people together based on how they're the same or different, and I can make sure there are no more than 10 in each group.** *Today we will classify flat shapes into groups and compare the number of shapes in each group.*	
3C16	**KY.K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.** *Compare two collections (each containing up to 10 objects) to determine whether one collection is greater than, less than, or equal to the other. Students use matching strategies (pairing items from the collections) or counting strategies (counting one collection and then the other). Note: Students do not need to use the relation symbols greater*	**I can figure out if there are more(greater than), less (less than) , or the same (equal) number of things in one group compared to another group.** *Today we will count and compare sets with unlink units.*	

	than (>), less than (<) and equal to (=) to compare groups of objects.		
3C17	**KY.K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.** *Compare two collections (each containing up to 10 objects) to determine whether one collection is greater than, less than, or equal to the other. Students use matching strategies (pairing items from the collections) or counting strategies (counting one collection and then the other). Note: Students do not need to use the relation symbols greater than (>), less than (<) and equal to (=) to compare groups of objects.*	**I can figure out if there are more(greater than), less (less than) , or the same (equal) number of things in one group compared to another group.** *Today we will count and compare sets in pictures.*	
3D18	**KY.K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.** *When presented with two numerals (between 1 and 10), students determine which numeral is greater than, less than, or equal to the other. Students express some mathematical reasoning regarding their determination (5 is larger than 3 because it has two more). Note: Students do not need to use the relation symbols greater than (>), less than (<) and equal to (=) to compare numbers between 1 and 10.*	**I can look at two numbers written down, like 5 and 8, and say which one is bigger or smaller or if they are equal.** *Today we will compare the capacity of containers by using numbers.*	
3D19	**KY.K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.** *When presented with two numerals (between 1 and 10), students determine which numeral is greater than, less than, or equal to the other. Students express some mathematical reasoning regarding their determination (5 is larger than 3 because it has two more). Note: Students do not need to use the relation symbols greater than (>), less than (<) and equal to (=) to compare numbers between 1 and 10.*	**I can look at two numbers written down, like 5 and 8, and say which one is bigger or smaller or if they are equal.** *Today we will compare numbers by using greater than, less than, and equal to.*	
3D20	**KY.K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.** *When presented with two numerals (between 1 and 10), students determine which numeral is greater than, less than, or equal to the other. Students express some mathematical reasoning regarding their determination (5 is larger than 3 because it has two more). Note: Students do not*	**I can look at two numbers written down, like 5 and 8, and say which one is bigger or smaller or if they are equal.** *Today we will compare two numbers in story situations.*	

	need to use the relation symbols greater than (>), less than (<) and equal to (=) to compare numbers between 1 and 10.		
SUPP	**KY.K.MD.4 Recognize and identify coins by name (penny, nickel, dime, quarter).** *Students identify coins (penny, nickel, dime, quarter) when presented. When shown a nickel, name the coin as a nickel; select a nickel when presented with a group of different coins. Note: Students need not identify the value of these coins.*	**I can look at different coins, like pennies, nickels, dimes, and quarters, and say what they are called.** *Today we will name coins.*	KY.K.MD.4 is not covered in Eureka. You will need to find supplemental material to teach it.
3D21	**KY.K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.** *Compare two collections (each containing up to 10 objects) to determine whether one collection is greater than, less than, or equal to the other. Students use matching strategies (pairing items from the collections) or counting strategies (counting one collection and then the other). Note: Students do not need to use the relation symbols greater than (>), less than (<) and equal to (=) to compare groups of objects.* **KY.K.MD.1 Describe measurable attributes (length, height, weight, width, depth) of an object or a set of objects using appropriate vocabulary.** *For a single object, students verbally identify more than one attribute measured (wooden block - height, weight).*	**I can figure out if there are more(greater than), less (less than) , or the same (equal) number of things in one group compared to another group.** **I can talk about how big or small things are, like how long or tall they are, how heavy they are, or how wide or deep they are, using the right vocabulary words.** *Today we will describe and compare several measurable attributes of objects and sets*	
3D22	**KY.K.CC.1 Count a. Count to 100 by ones and by tens.** **b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.* **KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).** *Students verbally count forward starting at a number other than one (58, 59, 60, 61, 62. . .) within 100.* **KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20. b. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).** *Students write all numerals in the range of 0-20 (1, 2, 3, 4, 5…) When*	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time.** **I can start counting from any number I know, like 5 or 10, and keep counting up to 100 without needing to start at 1 every time.** **I can write numbers from 0 to 20, like drawing the numbers on paper.** **I can show how many things there are by writing the number that tells how many, like writing '4' when there are four blocks.**	Ky.K.CC.1.B is not covered in Eureka and you will need to find supplemental material to teach the content. This lesson is optional. Only teach it if you are ahead on pacing.

	students are given a written numeral, represent with objects within 20 **KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.** *Students understand each object being counted is given only one number name and this naming occurs in the correct sequence (one, two, three, four. . .). Once students concluded counting a group of objects in different arrangements, the student correctly identifies the amount of objects in that group (rather than recounting the group). Students verbally count by ones, connecting each number word with a quantity (or collection) as the count progresses.* **KY.K.CC.5 Given a number from 1-20, count out that many objects. a. Count to answer "how many?" questions with as many as 20 things arranged in a line, a rectangular array, or a circle. b. Count to answer "how many?" questions with as many as 10 things in a scattered configuration.** *When presented with a numeral (in the range of 1-20), the student creates a collection of a like amount. When presented with a collection (in the range of 1-20) the student connects that collection to the correct numeral. When presented with collections in structured arrangements (line, circle, array and others) the student determines the quantity of that collection by counting. When presented with collections in an unstructured arrangement the student determines the quantity of that collection by counting.*	**I can count objects and match each one to a number.** **I know that the last number I say is how many objects there are.** **I understand that when I count, each number I say is one more than the one before it.** **I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're in a line, a group, or even scattered around.** *Today we will organize, count, and represent a collection of objects.*	
1 Day for Review			
<u>District Common Assessment #3</u>			

3rd Nine Weeks- Module 4 (17 days) & Module 5 (30 days)			
	Standards	**Learning Target**	**Notes**
4A1-2	**KY.K.G.6 Compose simple shapes to form larger shapes.** *Students explore by using simple shapes to construct a larger shape. (Students arrange paper triangles to form a rectangle. Students arrange triangle pattern blocks to form a hexagon.)*	**I can put together simple shapes, like squares and triangles, to make bigger shapes, like a rectangle or a hexagon.** *Today we will compose and decompose flat shapes and count the parts.*	**Combine 4A1 and 4A2**
4A3	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** *Today we will decompose a group to identify the parts and the total.*	
4A4	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** *Today we will decompose a group and record the parts and the total using a number bond.*	
4B5-6	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.* **KY.K.OA.3 Decompose numbers less than or equal to 10. a. Decompose numbers into two groups in more than one way by using objects or drawings and record each**	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** **I can break numbers up in different ways, like showing that 6 is 3 and 3, or 4 and 2, using toys or pictures, and I can show that those parts are equal or balanced.** *Today we will sort to decompose a number in more than one way and record what we find.*	KY.K.OA.3.B is not covered in Eureka and you will need to find supplemental materials to teach it. Combine 4B5 and 4B6

	decomposition by a drawing or equation. b. Use objects or drawings to demonstrate equality as the balancing of quantities. *When presented with a numeral or collection (10 or less), the student separates that amount into two groups or collections via drawings or objects. Note: Drawings need not show detail, but accurately represent the quantities involved in the task. Students represent an equation as the balance of quantities*		
4B7	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.* **KY.K.OA.3 Decompose numbers less than or equal to 10. a. Decompose numbers into two groups in more than one way by using objects or drawings and record each decomposition by a drawing or equation. b. Use objects or drawings to demonstrate equality as the balancing of quantities.** *When presented with a numeral or collection (10 or less), the student separates that amount into two groups or collections via drawings or objects. Note: Drawings need not show detail, but accurately represent the quantities involved in the task. Students represent an equation as the balance of quantities*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** **I can break numbers up in different ways, like showing that 6 is 3 and 3, or 4 and 2, using toys or pictures, and I can show that those parts are equal or balanced.** *Today we will compose groups of 5.*	KY.K.OA.3.B is not covered in Eureka and you will need to find supplemental materials to teach it.
4B8	**KY.K.OA.3 Decompose numbers less than or equal to 10. a. Decompose numbers into two groups in more than one way by using objects or drawings and record each decomposition by a drawing or equation. b. Use objects or drawings to demonstrate equality as the balancing of quantities.** *When presented with a numeral or collection (10 or less), the student separates that amount into two groups or collections via drawings or objects. Note: Drawings need not show detail, but accurately represent the quantities involved in the task. Students represent an equation as the balance of quantities.*	**I can break numbers up in different ways, like showing that 6 is 3 and 3, or 4 and 2, using toys or pictures, and I can show that those parts are equal or balanced.** *Today we will compose groups of 10.*	KY.K.OA.3.B is not covered in Eureka and you will need to find supplemental materials to teach it.

4B9	**KY.K.G.6 Compose simple shapes to form larger shapes.** *Students explore by using simple shapes to construct a larger shape. (Students arrange paper triangles to form a rectangle. Students arrange triangle pattern blocks to form a hexagon.)*	**I can put together simple shapes, like squares and triangles, to make bigger shapes, like a rectangle or a hexagon.** *Today we will compose shapes in more than one way.*	
4B10	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** *Today we will sort and record the decomposition with a number bond.*	
4C11	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.* **KY.K.OA.2 Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences up to 10). See Table 1 in Appendix A. Note: Drawings need not show detail but accurately represent the quantities involved in the task.*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** **I can solve word problems about adding and taking away (Subtracting) things, like toys or cookies, by using pictures or objects, and I can add and subtract numbers up to 10.** *Today we will model put together problems using math tools.*	
4C12	**KY.K.OA.2 Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences up to 10). See Table 1 in Appendix A. Note: Drawings need not show detail but accurately represent the quantities involved in the task.*	**I can solve word problems about adding and taking away (Subtracting) things, like toys or cookies, by using pictures or objects, and I can add and subtract numbers up to 10.** *Today we will solve put together problems by drawing a picture.*	

4C13	**KY.K.OA.2 Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences up to 10). See Table 1 in Appendix A. Note: Drawings need not show detail but accurately represent the quantities involved in the task.*	**I can solve word problems about adding and taking away (Subtracting) things, like toys or cookies, by using pictures or objects, and I can add and subtract numbers up to 10.** *Today we will pick a math tool to use to solve put together problems.*	
4C14	**KY.K.OA.2 Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences up to 10). See Table 1 in Appendix A. Note: Drawings need not show detail but accurately represent the quantities involved in the task.*	**I can solve word problems about adding and taking away (Subtracting) things, like toys or cookies, by using pictures or objects, and I can add and subtract numbers up to 10.** *Today we will model take apart problems.*	
4C15	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.* **KY.K.OA.2 Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences up to 10). See Table 1 in Appendix A. Note: Drawings need not show detail but accurately represent the quantities involved in the task.*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** **I can solve word problems about adding and taking away (Subtracting) things, like toys or cookies, by using pictures or objects, and I can add and subtract numbers up to 10.** *Today we will choose a math tool to use to solve take apart problems.*	
4C16	**KY.K.OA.2 Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.** *Students flexibly model or represent addition and subtraction situations or*	**I can solve word problems about adding and taking away (Subtracting) things, like toys or cookies, by using pictures or objects, and I can add and subtract numbers up to 10.** *Today we will compose and decompose numbers and shapes.*	

	context problems (involving sums and differences up to 10). See Table 1 in Appendix A. Note: Drawings need not show detail but accurately represent the quantities involved in the task.		
4C17	**KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.* **KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).** *Students verbally count forward starting at a number other than one (58, 59, 60, 61, 62. . .) within 100.* **KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20. b. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).** *Students write all numerals in the range of 0-20 (1, 2, 3, 4, 5…) When students are given a written numeral, represent with objects within 20* **KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.** *Students understand each object being counted is given only one number name and this naming occurs in the correct sequence (one, two, three, four. . .). Once students concluded counting a group of objects in different arrangements, the student correctly identifies the amount of objects in that group (rather than recounting the group). Students verbally count by ones, connecting each number word with a quantity (or collection) as the count progresses.* **KY.K.CC.5 Given a number from 1-20, count out that many objects. a. Count to answer "how many?" questions with as**	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time.** **I can start counting from any number I know, like 5 or 10, and keep counting up to 100 without needing to start at 1 every time.** **I can write numbers from 0 to 20, like drawing the numbers on paper.** **I can show how many things there are by writing the number that tells how many, like writing '4' when there are four blocks.** **I can count objects and match each one to a number.** **I know that the last number I say is how many objects there are.** **I understand that when I count, each number I say is one more than the one before it.** **I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're in a line, a group, or even scattered around.** *Today we will organize, count, and represent collections of objects.*	Ky.K.CC.1.B is not covered in Eureka and you will need to find supplemental material to teach the content. This lesson is optional. Only teach it if you are ahead on pacing.

	many as 20 things arranged in a line, a rectangular array, or a circle. b. Count to answer "how many?" questions with as many as 10 things in a scattered configuration. *When presented with a numeral (in the range of 1-20), the student creates a collection of a like amount. When presented with a collection (in the range of 1-20) the student connects that collection to the correct numeral. When presented with collections in structured arrangements (line, circle, array and others) the student determines the quantity of that collection by counting. When presented with collections in an unstructured arrangement the student determines the quantity of that collection by counting.*		
4C18	**KY.K.OA.3 Decompose numbers less than or equal to 10. a. Decompose numbers into two groups in more than one way by using objects or drawings and record each decomposition by a drawing or equation. b. Use objects or drawings to demonstrate equality as the balancing of quantities.** *When presented with a numeral or collection (10 or less), the student separates that amount into two groups or collections via drawings or objects. Note: Drawings need not show detail, but accurately represent the quantities involved in the task. Students represent an equation as the balance of quantities*	**I can break numbers up in different ways, like showing that 6 is 3 and 3, or 4 and 2, using toys or pictures, and I can show that those parts are equal or balanced.** *Today will create a tool to help us solve problems.*	KY.K.OA.3.B is not covered in Eureka and you will need to find supplemental materials to teach it. This lesson is optional. Only teach it if you are ahead on pacing.
1 Day for Review			
	District Common Assessment #4		
5A1-2	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** *Today we will solve addition story problems using drawings and numbers.*	**Combine 5A1 and 5A2**
5A3	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out**	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing**	

	situations, verbal explanations, expressions, or equations. *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.* **KY.K.OA.2 Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences up to 10). See Table 1 in Appendix A. Note: Drawings need not show detail but accurately represent the quantities involved in the task.*	**pictures, acting out the situation, or even just saying it out loud.** **I can solve word problems about adding and taking away (Subtracting) things, like toys or cookies, by using pictures or objects, and I can add and subtract numbers up to 10.** *Today we will solve addition story problems.*	
5A4	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.* **KY.K.OA.3 Decompose numbers less than or equal to 10. a. Decompose numbers into two groups in more than one way by using objects or drawings and record each decomposition by a drawing or equation. b. Use objects or drawings to demonstrate equality as the balancing of quantities.** *When presented with a numeral or collection (10 or less), the student separates that amount into two groups or collections via drawings or objects. Note: Drawings need not show detail, but accurately represent the quantities involved in the task. Students represent an equation as the balance of quantities*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** **I can break numbers up in different ways, like showing that 6 is 3 and 3, or 4 and 2, using toys or pictures, and I can show that those parts are equal or balanced.** *Today we will decompose numbers using number bonds and addition sentences.*	KY.K.OA.3.B is not covered in Eureka and you will need to find supplemental materials to teach it.
5A5-6	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just**	**Combine 5A5 and 5A6**

	tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.	**saying it out loud.** *Today we will decompose numbers with number sentences.*	
5A7	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.* **KY.K.OA.5 Fluently add and subtract within 5.** *Students solve addition and subtraction tasks (with sums and differences within 5) efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently. Students express mathematical reasoning regarding their responses ("5-3 equals 2 because when you move three back, you land on two"). Note: Reaching fluency is an ongoing process that will take much of the year*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** **I can quickly add and subtract numbers up to 5.** *Today we will find the total in addition sentences.*	
5B8	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** *Today we will subtract.*	
5B9	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** *Today we will subtract to solve story problems by using drawings and numbers.*	

	proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.		
5B10	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.* **KY.K.OA.2 Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences up to 10). See Table 1 in Appendix A. Note: Drawings need not show detail but accurately represent the quantities involved in the task.*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** **I can solve word problems about adding and taking away (Subtracting) things, like toys or cookies, by using pictures or objects, and I can add and subtract numbers up to 10.** *Today we will solve subtraction story problems.*	
5B11	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** *Today we will subtract using number bonds and subtraction sentences.*	
5B12	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** **I can solve word problems about adding and taking away (Subtracting) things, like toys or cookies, by using pictures or objects, and I can add and subtract numbers up to 10.** *Today we will relate parts to total in subtraction stories.*	

	KY.K.OA.2 Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem. *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences up to 10). See Table 1 in Appendix A. Note: Drawings need not show detail but accurately represent the quantities involved in the task.*		
5B13	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** *Today we will tell subtraction stories starting from a number sentence.*	
5B14	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.* **KY.K.OA.5 Fluently add and subtract within 5.** *Students solve addition and subtraction tasks (with sums and differences within 5) efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently. Students express mathematical reasoning regarding their responses ("5-3 equals 2 because when you move three back, you land on two"). Note: Reaching fluency is an ongoing process that will take much of the year*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** **I can quickly add and subtract numbers up to 5.** *Today we will use subtraction stories to find the difference.*	
Review and QUIZ over A-B			

5C15	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.* **KY.K.OA.2 Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences up to 10). See Table 1 in Appendix A. Note: Drawings need not show detail but accurately represent the quantities involved in the task.*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** **I can solve word problems about adding and taking away (Subtracting) things, like toys or cookies, by using pictures or objects, and I can add and subtract numbers up to 10.** *Today we will decide if we need to add or subtract to solve a problem.*	
5C16	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.* **KY.K.OA.2 Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences up to 10). See Table 1 in Appendix A. Note: Drawings need not show detail but accurately represent the quantities involved in the task.*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** **I can solve word problems about adding and taking away (Subtracting) things, like toys or cookies, by using pictures or objects, and I can add and subtract numbers up to 10.** *Today we will see how adding and subtracting are related.*	
5C17	**KY.K.OA.2 Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.** *Students flexibly model or represent addition and subtraction situations or*	**I can solve word problems about adding and taking away (Subtracting) things, like toys or cookies, by using pictures or objects, and I can add and subtract numbers up to 10.** *Today we will reason about different units to solve story problems.*	

	context problems (involving sums and differences up to 10). See Table 1 in Appendix A. Note: Drawings need not show detail but accurately represent the quantities involved in the task.		
5C18	**KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).** *Students verbally count forward starting at a number other than one (58, 59, 60, 61, 62. . .) within 100.*	**I can start counting from any number I know, like 5 or 10, and keep counting up to 100 without needing to start at 1 every time.** *Today we will count starting from a number other than 1 to find the total.*	
5C19	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** *Today we will solve problems where the change is unknown by subtracting.*	
5C20	**KY.K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings and record the answer with a drawing or equation.** *When presented with a numeral or collection of objects between 1-9, represent the corresponding number that makes 10 with objects or drawings. Students record these combinations using either drawings or numbers. Drawings need not show detail, but accurately represent the quantities involved in the task.*	**I can find the number that adds up to 10 when I add it to a number from 1 to 9. I'll use things like blocks or drawings to help me, and then I'll write down what I find.** *Today we will find the number that makes 10 and write a number sentence.*	
5C21	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** *Today we will use drawings to solve problems.*	
5D22	**KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to**	**I can start counting from any number I know, like 5 or 10, and keep counting up to 100 without needing to start at 1 every time.** *Today we will identify and extend linear patterns.*	

	begin at 1). *Students verbally count forward starting at a number other than one (58, 59, 60, 61, 62. . .) within 100.*		
5D23	**KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).** *Students verbally count forward starting at a number other than one (58, 59, 60, 61, 62. . .) within 100.*	**I can start counting from any number I know, like 5 or 10, and keep counting up to 100 without needing to start at 1 every time.** *Today we will use a pattern to make a prediction.*	
5D24	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** *Today we will solve story problems by using repeated reasoning.*	
5D25	**KY.K.G.6 Compose simple shapes to form larger shapes.** *Students explore by using simple shapes to construct a larger shape. (Students arrange paper triangles to form a rectangle. Students arrange triangle pattern blocks to form a hexagon.)*	**I can put together simple shapes, like squares and triangles, to make bigger shapes, like a rectangle or a hexagon.** *Today we will extend growing patterns.*	
5D26	**KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.** *Students flexibly model or represent addition and subtraction tasks across a range of contexts rather than just becoming proficient with a single model or representation. See Table 1 in Appendix A. Note: Drawings need not show detail but should accurately represent the quantities involved in the task.* **KY.K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings and record the answer with a drawing or equation.** *When presented with a numeral or collection of objects between 1-9, represent the corresponding number that makes 10 with objects or drawings. Students record these combinations using either drawings or numbers. Drawings need not show detail, but accurately represent the quantities involved in the task.*	**I can show adding and taking away (subtraction) using objects like toys, my fingers, drawing pictures, acting out the situation, or even just saying it out loud.** **I can find the number that adds up to 10 when I add it to a number from 1 to 9. I'll use things like blocks or drawings to help me, and then I'll write down what I find.** *Today we will reason about numbers to add and subtract.*	

5D27	**KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.* **KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).** *Students verbally count forward starting at a number other than one (58, 59, 60, 61, 62. . .) within 100.* **KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20. b. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).** *Students write all numerals in the range of 0-20 (1, 2, 3, 4, 5…) When students are given a written numeral, represent with objects within 20* **KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.** *Students understand each object being counted is given only one number name and this naming occurs in the correct sequence (one, two, three, four. . .). Once students concluded counting a group of objects in different arrangements, the student correctly identifies the amount of objects in that group (rather than recounting the group). Students verbally count by ones, connecting each number word with a quantity (or collection) as the count progresses.* **KY.K.CC.5 Given a number from 1-20, count out that many objects. a. Count to answer "how many?" questions with as many as 20 things arranged in a line, a rectangular array, or a circle.**	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time.** **I can start counting from any number I know, like 5 or 10, and keep counting up to 100 without needing to start at 1 every time.** **I can write numbers from 0 to 20, like drawing the numbers on paper.** **I can show how many things there are by writing the number that tells how many, like writing '4' when there are four blocks.** **I can count objects and match each one to a number.** **I know that the last number I say is how many objects there are.** **I understand that when I count, each number I say is one more than the one before it.** **I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're in a line.** **I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're scattered around.** *Today we will organize, count, and represent a collection of objects.*	Ky.K.CC.1.B is not covered in Eureka and you will need to find supplemental material to teach the content. This lesson is optional. Only teach it if you are ahead on pacing.

	KY.K.CC.5 Given a number from 1-20, count out that many objects. b. Count to answer "how many?" questions with as many as 10 things in a scattered configuration.		
1 Day for Review			
District Common Assessment #5			
4th Nine Weeks- Module 6 (27 days)			
	Standards	**Learning Target**	**Notes**
6A1	**KY.K.CC.5 Given a number from 1-20, count out that many objects. a. Count to answer "how many?" questions with as many as 20 things arranged in a line, a rectangular array, or a circle.** **KY.K.NBT.1 Compose and decompose numbers from 11 to 19 using quantities (numbers with units) of ten ones and some further ones. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.** *Using numbers or representations, students use 10 units as an anchor to compose and decompose quantities (up to 19). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. 16 triangles = 10 triangles + ΔΔΔΔΔΔ; 18 beans = 10 beans + 8 beans*	**I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're in a line.** **I can take numbers between 11 and 19 and show that they're made up of ten ones and some more ones, like 1 ten and 5 ones, or 10 + 5.** *Today we will describe teen numbers as 10 ones and ____ ones.*	
6A2	**KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.* **KY.K.NBT.1 Compose and decompose numbers from 11 to 19 using quantities (numbers with units) of ten ones and some further ones. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.** *Using numbers or representations, students use 10 units as an anchor to compose and decompose quantities (up to 19). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. 16 triangles = 10 triangles + ΔΔΔΔΔΔ; 18 beans = 10 beans + 8 beans*	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time.** **I can take numbers between 11 and 19 and show that they're made up of ten ones and some more ones, like 1 ten and 5 ones, or 10 + 5.** *Today we will find ten ones in a teen number.*	Ky.K.CC.1.B is not covered in Eureka and you will need to find supplemental material to teach the content.

6A3	**KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20. b. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).** *Students write all numerals in the range of 0-20 (1, 2, 3, 4, 5…) When students are given a written numeral, represent with objects within 20* **KY.K.NBT.1 Compose and decompose numbers from 11 to 19 using quantities (numbers with units) of ten ones and some further ones. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.** *Using numbers or representations, students use 10 units as an anchor to compose and decompose quantities (up to 19). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. 16 triangles = 10 triangles + ΔΔΔΔΔΔ; 18 beans = 10 beans + 8 beans*	**I can write numbers from 0 to 20, like drawing the numbers on paper.** **I can show how many things there are by writing the number that tells how many, like writing '4' when there are four blocks.** **I can take numbers between 11 and 19 and show that they're made up of ten ones and some more ones, like 1 ten and 5 ones, or 10 + 5.** *Today we will write the number 11-20.*	
6A4	**KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger.** **KY.K.NBT.1 Compose and decompose numbers from 11 to 19 using quantities (numbers with units) of ten ones and some further ones. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.** *Using numbers or representations, students use 10 units as an anchor to compose and decompose quantities (up to 19). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. 16 triangles = 10 triangles + ΔΔΔΔΔΔ; 18 beans = 10 beans + 8 beans*	**I understand that when I count, each number I say is one more than the one before it.** **I can take numbers between 11 and 19 and show that they're made up of ten ones and some more ones, like 1 ten and 5 ones, or 10 + 5.** *Today we will order numbers 0-20.*	
6A5	**KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.* **KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).** *Students verbally count forward starting at a number other than one (58, 59, 60, 61, 62. . .) within 100.*	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time.** **I can start counting from any number I know, like 5 or 10, and keep counting up to 100 without needing to start at 1 every time.** *Today we will reason about a number's position in the number sequence.*	Ky.K.CC.1.B is not covered in Eureka and you will need to find supplemental material to teach the content.

6A6	**KY.K.NBT.1 Compose and decompose numbers from 11 to 19 using quantities (numbers with units) of ten ones and some further ones. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.** *Using numbers or representations, students use 10 units as an anchor to compose and decompose quantities (up to 19). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. 16 triangles = 10 triangles + ΔΔΔΔΔΔ; 18 beans = 10 beans + 8 beans*	**I can take numbers between 11 and 19 and show that they're made up of ten ones and some more ones, like 1 ten and 5 ones, or 10 + 5.** *Today we will count out a group of objects to match a numeral.*	
6B7	**KY.K.CC.5 Given a number from 1-20, count out that many objects. a. Count to answer "how many?" questions with as many as 20 things arranged in a line, a rectangular array, or a circle.** **KY.K.NBT.1 Compose and decompose numbers from 11 to 19 using quantities (numbers with units) of ten ones and some further ones. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.** *Using numbers or representations, students use 10 units as an anchor to compose and decompose quantities (up to 19). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. 16 triangles = 10 triangles + ΔΔΔΔΔΔ; 18 beans = 10 beans + 8 beans*	**I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're in a line.** **I can take numbers between 11 and 19 and show that they're made up of ten ones and some more ones, like 1 ten and 5 ones, or 10 + 5.** *Today we will decompose numbers 10-20 with 10 as a part.*	
6B8	**KY.K.OA.2 Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences up to 10). See Table 1 in Appendix A. Note: Drawings need not show detail but accurately represent the quantities involved in the task.* **KY.K.NBT.1 Compose and decompose numbers from 11 to 19 using quantities (numbers with units) of ten ones and some further ones. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.** *Using numbers or representations, students use 10 units as an anchor to compose and decompose quantities (up to 19). Note: Drawings need not show detail, but accurately*	**I can solve word problems about adding and taking away (Subtracting) things, like toys or cookies, by using pictures or objects, and I can add and subtract numbers up to 10.** **I can take numbers between 11 and 19 and show that they're made up of ten ones and some more ones, like 1 ten and 5 ones, or 10 + 5.** *Today we will represent teen number compositions and decompositions as addition sentences.*	

	represent the quantities involved in the task. 16 triangles = 10 triangles + ΔΔΔΔΔΔ; 18 beans = 10 beans + 8 beans		
6B9	**KY.K.OA.2 Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences up to 10). See Table 1 in Appendix A. Note: Drawings need not show detail but accurately represent the quantities involved in the task.* **KY.K.NBT.1 Compose and decompose numbers from 11 to 19 using quantities (numbers with units) of ten ones and some further ones. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.** *Using numbers or representations, students use 10 units as an anchor to compose and decompose quantities (up to 19). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. 16 triangles = 10 triangles + ΔΔΔΔΔΔ; 18 beans = 10 beans + 8 beans*	**I can solve word problems about adding and taking away (Subtracting) things, like toys or cookies, by using pictures or objects, and I can add and subtract numbers up to 10.** **I can take numbers between 11 and 19 and show that they're made up of ten ones and some more ones, like 1 ten and 5 ones, or 10 + 5.** *Today we will represent teen number decompositions as subtraction sentences.*	
6B10	**KY.K.OA.2 Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences up to 10). See Table 1 in Appendix A. Note: Drawings need not show detail but accurately represent the quantities involved in the task.* **KY.K.NBT.1 Compose and decompose numbers from 11 to 19 using quantities (numbers with units) of ten ones and some further ones. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.** *Using numbers or representations, students use 10 units as an anchor to compose and decompose quantities (up to 19). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. 16 triangles = 10 triangles + ΔΔΔΔΔΔ; 18 beans = 10 beans + 8 beans*	**I can solve word problems about adding and taking away (Subtracting) things, like toys or cookies, by using pictures or objects, and I can add and subtract numbers up to 10.** **I can take numbers between 11 and 19 and show that they're made up of ten ones and some more ones, like 1 ten and 5 ones, or 10 + 5.** *Today we will make sense of word problems involving teen numbers.*	
6B11	**KY.K.OA.2 Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings**	**I can solve word problems about adding and taking away (Subtracting) things, like toys or**	

	to represent the problem. *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences up to 10). See Table 1 in Appendix A. Note: Drawings need not show detail but accurately represent the quantities involved in the task.* **KY.K.NBT.1 Compose and decompose numbers from 11 to 19 using quantities (numbers with units) of ten ones and some further ones. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.** *Using numbers or representations, students use 10 units as an anchor to compose and decompose quantities (up to 19). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. 16 triangles = 10 triangles + ΔΔΔΔΔΔ; 18 beans = 10 beans + 8 beans*	**cookies, by using pictures or objects, and I can add and subtract numbers up to 10.** **I can take numbers between 11 and 19 and show that they're made up of ten ones and some more ones, like 1 ten and 5 ones, or 10 + 5.** *Today we will represent teen number decompositions as 10 ones and some ones and find a hidden part.*	
6B12	**KY.K.CC.5 Given a number from 1-20, count out that many objects. a. Count to answer "how many?" questions with as many as 20 things arranged in a line, a rectangular array, or a circle.**	**I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're in a line.** *Today we will investigate different ways to decompose teen numbers.*	This lesson is optional.
Review and QUIZ over A-B			
6C13	**KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.* **KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).** *Students verbally count forward starting at a number other than one (58, 59, 60, 61, 62. . .) within 100.* **KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20. b. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).** *Students write all numerals in the range of 0-20 (1, 2, 3, 4, 5…) When students are given a written numeral, represent with objects within 20* **KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When**	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time.** **I can start counting from any number I know, like 5 or 10, and keep counting up to 100 without needing to start at 1 every time.** **I can write numbers from 0 to 20, like drawing the numbers on paper.** **I can show how many things there are by writing the number that tells how many, like writing '4' when there are four blocks.** **I can count objects and match each one to a number.** **I know that the last number I say is how many objects there are.** **I understand that when I count, each number I say is one more than the one before it.**	Ky.K.CC.1.B is not covered in Eureka and you will need to find supplemental material to teach the content.

	counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. *Students understand each object being counted is given only one number name and this naming occurs in the correct sequence (one, two, three, four. . .). Once students concluded counting a group of objects in different arrangements, the student correctly identifies the amount of objects in that group (rather than recounting the group). Students verbally count by ones, connecting each number word with a quantity (or collection) as the count progresses.* **KY.K.CC.5 Given a number from 1-20, count out that many objects. a. Count to answer "how many?" questions with as many as 20 things arranged in a line, a rectangular array, or a circle. b. Count to answer "how many?" questions with as many as 10 things in a scattered configuration.** *When presented with a numeral (in the range of 1-20), the student creates a collection of a like amount. When presented with a collection (in the range of 1-20) the student connects that collection to the correct numeral. When presented with collections in structured arrangements (line, circle, array and others) the student determines the quantity of that collection by counting. When presented with collections in an unstructured arrangement the student determines the quantity of that collection by counting.*	**I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're in a line, a group, or even scattered around.** *Today we will organize, count and represent a collection of objects.*	
6C14	**KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.*	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time.** *Today we will count by 10s.*	Ky.K.CC.1.B is not covered in Eureka. You will need to find supplemental material to teach the content.
6C15	**KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count*	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards**	Ky.K.CC.1.B is not covered in Eureka and you will need to

	forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.	**from 30 by counting one number at a time.** *Today we will count by 10s by using math tools.*	find supplemental material to teach the content.
6C16	**KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.* **KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).** *Students verbally count forward starting at a number other than one (58, 59, 60, 61, 62. . .) within 100.*	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time. I can start counting from any number I know, like 5 or 10, and keep counting up to 100 without needing to start at 1 every time.** *Today we will use 10s to count to 100.*	Ky.K.CC.1.B is not covered in Eureka and you will need to find supplemental material to teach the content.
6C17	**KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.* **KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).** *Students verbally count forward starting at a number other than one (58, 59, 60, 61, 62. . .) within 100.* **KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20. b. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).** *Students write all numerals in the range of 0-20 (1, 2, 3, 4, 5…) When students are given a written numeral, represent with objects within 20* **KY.K.CC.3 Represent numbers. b. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).** *When students are given a written numeral, represent with objects within 20*	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time. I can start counting from any number I know, like 5 or 10, and keep counting up to 100 without needing to start at 1 every time. I can write numbers from 0 to 20, like drawing the numbers on paper. I can show how many things there are by writing the number that tells how many, like writing '4' when there are four blocks. I can show how many things there are by writing the number that tells how many, like writing '4' when there are four blocks.** *Today we will use patterns to count by ones within 100.*	Ky.K.CC.1.B is not covered in Eureka and you will need to find supplemental material to teach the content.
6C18	**KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.*	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time. I can start counting from any number I know, like 5 or 10, and keep counting up to 100 without needing to start at 1 every time.** *Today we will*	Ky.K.CC.1.B is not covered in Eureka and you will need to find supplemental material to teach the content.

	KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1). *Students verbally count forward starting at a number other than one (58, 59, 60, 61, 62. . .) within 100.*	*count within and across decades when counting by ones.*	
6C19	**KY.K.CC.1 Count a. Count to 100 by ones and by tens.** **b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.* **KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).** *Students verbally count forward starting at a number other than one (58, 59, 60, 61, 62. . .) within 100.*	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time.** **I can start counting from any number I know, like 5 or 10, and keep counting up to 100 without needing to start at 1 every time.** *Today we will count within and across decades when counting by ones.*	Ky.K.CC.1.B is not covered in Eureka and you will need to find supplemental material to teach the content.
6D20	**KY.K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.** *Compare two collections (each containing up to 10 objects) to determine whether one collection is greater than, less than, or equal to the other. Students use matching strategies (pairing items from the collections) or counting strategies (counting one collection and then the other). Note: Students do not need to use the relation symbols greater than (>), less than (<) and equal to (=) to compare groups of objects.*	**I can figure out if there are more(greater than), less (less than) , or the same (equal) number of things in one group compared to another group.** *Today we will compare totals in story situations.*	Optional
6D21	**KY.K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.** *Compare two collections (each containing up to 10 objects) to determine whether one collection is greater than, less than, or equal to the other. Students use matching strategies (pairing items from the collections) or counting strategies (counting one collection and then the other). Note: Students do not need to use the relation symbols greater than (>), less than (<) and equal to (=) to compare groups of objects.*	**I can figure out if there are more(greater than), less (less than) , or the same (equal) number of things in one group compared to another group.** *Today we will count and compare sets with more than 10 objects.*	Optional
6D22	**KY.K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of**	**I can figure out if there are more(greater than), less (less than) , or the same (equal) number of**	Optional

	objects in another group. *Compare two collections (each containing up to 10 objects) to determine whether one collection is greater than, less than, or equal to the other. Students use matching strategies (pairing items from the collections) or counting strategies (counting one collection and then the other). Note: Students do not need to use the relation symbols greater than (>), less than (<) and equal to (=) to compare groups of objects.*	**things in one group compared to another group.** *Today we will compare area by comparing numbers.*	
6D23	**KY.K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.** *Compare two collections (each containing up to 10 objects) to determine whether one collection is greater than, less than, or equal to the other. Students use matching strategies (pairing items from the collections) or counting strategies (counting one collection and then the other). Note: Students do not need to use the relation symbols greater than (>), less than (<) and equal to (=) to compare groups of objects.*	**I can figure out if there are more(greater than), less (less than) , or the same (equal) number of things in one group compared to another group.** *Today we will compare lengths of objects by using 10 sticks and cubes.*	Optional
6D24	**KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.** *Students verbally count forward by ones (1,2,3,4. . .) to 100 Students verbally count forward by tens (10, 20, 30. . .) to 100. Students verbally count backwards by ones (30, 29, 28, 27. . .) from 30.* **KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).** *Students verbally count forward starting at a number other than one (58, 59, 60, 61, 62. . .) within 100.* **KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20. b. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).** *Students write all numerals in the range of 0-20 (1, 2, 3, 4, 5…) When students are given a written numeral, represent with objects within 20* **KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard**	**I can count all the way up to 100 by counting by ones and by tens, and I can count backwards from 30 by counting one number at a time.** **I can start counting from any number I know, like 5 or 10, and keep counting up to 100 without needing to start at 1 every time.** **I can write numbers from 0 to 20, like drawing the numbers on paper.** **b. I can show how many things there are by writing the number that tells how many, like writing '4' when there are four blocks.** **I can count objects and match each one to a number.** **I know that the last number I say is how many objects there are.** **I understand that when I count, each number I say is one more than the one before it.**	Ky.K.CC.1.B is not covered in Eureka and you will need to find supplemental material to teach the content.

	order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. *Students understand each object being counted is given only one number name and this naming occurs in the correct sequence (one, two, three, four. . .). Once students concluded counting a group of objects in different arrangements, the student correctly identifies the amount of objects in that group (rather than recounting the group). Students verbally count by ones, connecting each number word with a quantity (or collection) as the count progresses.* **KY.K.CC.5 Given a number from 1-20, count out that many objects. a. Count to answer "how many?" questions with as many as 20 things arranged in a line, a rectangular array, or a circle. b. Count to answer "how many?" questions with as many as 10 things in a scattered configuration.** *When presented with a numeral (in the range of 1-20), the student creates a collection of a like amount. When presented with a collection (in the range of 1-20) the student connects that collection to the correct numeral. When presented with collections in structured arrangements (line, circle, array and others) the student determines the quantity of that collection by counting. When presented with collections in an unstructured arrangement the student determines the quantity of that collection by counting.*	**I can count out a specific number of objects from 1 to 20. I can tell how many there are when they're in a line, a group, or even scattered around.** *Today we will organize, count, and represent a collection of objects.*	
1 Day for Review			
	District Common Assessment #6		