

Standards Website

	Standards	Learning Target	Procedures & Engagement Activities	Assessments
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.	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. <i>Today we will compare objects based on their attributes, like color and size.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
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.	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. <i>Today we will sort objects into two categories by things like color.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
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	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. <i>Today we will classify objects into two categories and count them.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	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.			
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). <i>When students are given a written numeral, represent with objects within 20</i> 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	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. <i>Today we will practice counting.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	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.			
1B8-9	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	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. <i>Today we will count sets in a line, a group, and even things that are scattered.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	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.			
1D1 4	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.	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. <i>Today we will understand the meaning of zero (0) .</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
1D1 5	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.	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. <i>Today we will sort the same group of objects in different ways and count them.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
1D1 6	KY.K.MD.3 Classify and sort objects or people by attributes. Limit objects or people	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	HOT Questions: 1. 2. 3.	Formative:

	in each category to be less than or equal to 10.	group. <i>Today we will look at pictures and count objects.</i>	Procedures/Activities:	Summative:
1D1 7	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>Today we will model story problems.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
1D1 8	KY.K.CC.4 Understand the relationship between numbers and quantities; connect 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>Today we will model story problems to tell what numbers represent in the story.</i>	HOT Questions: 1. 2. 3.	Formative:

	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.	around. <i>Today we will organize, count and represent a collection of objects.</i>		
--	---	--	--	--

	count of no objects). 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.	line. <i>Today we will count sets in arranged in a circle and match it to a number.</i>		
1E2 2	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). 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. <i>Today we will count sets that are scattered and match it to a number.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
1E2 3	KY.K.CC.4 Understand the relationship between numbers and quantities;	I know that the last number I say is how many objects there are. <i>Today we will learn that it doesn't matter where we start counting, the number will be the same.</i>	HOT Questions: 1. 2. 3.	Formative:

	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.		Procedures/Activities:	Summative:
1F2 4	KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20.	I can write numbers from 0 to 20, like drawing the numbers on paper. <i>Today we will count out a group of objects to match a number.</i>		
1F2 5	KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20.	I can write numbers from 0 to 20, like drawing the numbers on paper. <i>Today we will write numbers 6 and 7.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
1F2 6	KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones. KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20. <i>Students write all numerals in the</i>	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>Today we will write number 8.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	range of 0-20 (1, 2, 3, 4, 5...)			
1F2 7	KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20.	I can write numbers from 0 to 20, like drawing the numbers on paper. <i>Today we will write the numbers 9 and 10.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
1F2 8	KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.	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>Today we will order numbers 1 to 10 and find a missing number when counting.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
1G2 9	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. <i>Today we will model the pattern of 1 more.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
1G3 0	KY.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name	I understand that when I count, each number I say is one more than the one before it. <i>Today we will model the pattern of 1 more.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	and three dimensional shapes using different sizes and orientations.			
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.	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>Today we will describe the position of flat shapes.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
2B6	KY.K.G.3 Identify shapes as two-dimensional or three-dimensional.	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>Today we will learn the difference between flat shapes and solid shapes.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
2B7-8	KY.K.G.2 Correctly name shapes regardless of orientations or overall size. KY.K.G.4 Describe the similarities, differences and attributes of two and three dimensional shapes using	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. <i>Today we will name solid shapes</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	different sizes and orientations.	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. KY.K.G.4 Describe the similarities, differences and attributes of two and three dimensional shapes using different sizes and orientations.	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. <i>Today we will match solid shapes to their flat faces.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
2C10	KY.K.G.4 Describe the similarities, differences and attributes of two and three dimensional shapes using different sizes and orientations. KY.K.G.5 Model shapes in the world by building figures from components and drawing shapes.	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. <i>Today we will construct a circle.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
2C11	KY.K.G.2 Correctly name shapes regardless of orientations or overall size.	I can tell the names of shapes, like circles, squares, and triangles, even if they're turned around or different sizes.	HOT Questions: 1. 2. 3.	Formative:

	KY.K.G.5 Model shapes in the world by building figures from components and drawing shapes.	I can make shapes like squares, triangles, and circles using things like blocks or drawing them on paper. <i>Today we will construct and classify polygons.</i>	Procedures/Activities:	Summative:
2C1 2	KY.K.G.4 Describe the similarities, differences and attributes of two and three dimensional shapes using different sizes and orientations. KY.K.G.5 Model shapes in the world by building figures from components and drawing shapes.	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. <i>Today we will construct solid shapes by using a square base.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
2C1 3	KY.K.G.4 Describe the similarities, differences and attributes of two and three dimensional shapes using different sizes and orientations. KY.K.G.5 Model shapes in the world by building figures from components and drawing shapes.	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. <i>Today we will draw flat shapes.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

2C1 4	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. KY.K.G.2 Correctly name shapes regardless of orientations or overall size.	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>Today we will compose flat shapes.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
2C1 5	KY.K.G.4 Describe the similarities, differences and attributes of two and three dimensional shapes using different sizes and orientations.	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>Today we will compose solid shapes to create a structure that can fit a toy inside.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
2C1 6	KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones. KY.K.CC.2 Count forward beginning from a given number within the known sequence	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	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	within 100 (instead of having to begin at 1). 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). 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	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. <i>Today we will organize, count, and represent a collection of objects.</i>		
--	--	---	--	--

	of” the attribute and describe the difference.	<i>which one is taller than and shorter than the other.</i>		
3A2	KY.K.MD.1 Describe measurable attributes (length, height, weight, width, depth) of an object or a set of objects using appropriate vocabulary.	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. <i>Today we will compare lengths of simple straight objects by using longer than, shorter than, and about the same length as.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
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.	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. <i>Today we will compare lengths of complex objects by using longer than, shorter than, and about the length as.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
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.	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. <i>Today we will compare the lengths of cube sticks to flat shapes and to other cube sticks.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3A6	KY.K.MD.2 Directly compare two objects with a	I can look at two things, like two toys, and see which one has more or less of something, like being taller or	HOT Questions: 1. 2.	Formative:

	measurable attribute in common, to see which object has “more of”/ “less of” the attribute and describe the difference.	shorter, and then describe how they are different. <i>Today we will compose cube sticks that are the same length.</i>	3. Procedures/Activities:	Summative:
3B7	KY.K.MD.1 Describe measurable attributes (length, height, weight, width, depth) of an object or a set of objects using appropriate vocabulary.	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. <i>Today we will compare weights by using heavier than, lighter than, and about the same weight as.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
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.	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. <i>Today we will use a balance scale to compare two objects and to compare an object to a group of cubes.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
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	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. <i>Today we will use a balance scale to compare an object to different units.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	and describe the difference.			
3B1 1	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.	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. <i>Today we will observe conservation of weight on the balance scale.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
Review and QUIZ over A-B				
3C1 2	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. KY.K.MD.1 Describe measurable attributes (length, height, weight, width, depth) of an object or a set of objects using appropriate vocabulary.	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. <i>Today we will relate more and fewer to length.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3C1 3	KY.K.CC.6 Identify whether the number of objects	I can figure out if there are more(greater than), less (less than) , or the same (equal) number of things	HOT Questions: 1. 2.	Formative:

	in one group is greater than, less than, or equal to the number of objects in another group.	in one group compared to another group. <i>Today we will compare sets by using more than, fewer than, and the same number as.</i>	3. Procedures/Activities:	Summative:
3C1 4	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.	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>Today we will use numbers to compare sets with like units.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3C1 5	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.	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. <i>Today we will classify flat shapes into groups and compare the number of shapes in each group.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3C1 6	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.	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>Today we will count and compare sets with unlink units.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3C1 7	KY.K.CC.6 Identify whether the number of objects	I can figure out if there are more(greater than), less (less than) , or the same (equal) number of things	HOT Questions: 1. 2.	Formative:

	in one group is greater than, less than, or equal to the number of objects in another group.	in one group compared to another group. <i>Today we will count and compare sets in pictures.</i>	3. Procedures/Activities:	Summative:
3D1 8	KY.K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	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. <i>Today we will compare the capacity of containers by using numbers.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3D1 9	KY.K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	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. <i>Today we will compare numbers by using greater than, less than, and equal to.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3D2 0	KY.K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	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. <i>Today we will compare two numbers in story situations.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
SU PP	KY.K.MD.4 Recognize and identify coins by name (penny, nickel, dime, quarter).	I can look at different coins, like pennies, nickels, dimes, and quarters, and say what they are called. <i>Today we will name coins.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3D2 1	KY.K.CC.6 Identify whether the number of objects	I can figure out if there are more(greater than), less (less than) , or the same (equal) number of things	HOT Questions: 1. 2.	Formative:

	in one group is greater than, less than, or equal to the number of objects in another group. KY.K.MD.1 Describe measurable attributes (length, height, weight, width, depth) of an object or a set of objects using appropriate vocabulary.	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. <i>Today we will describe and compare several measurable attributes of objects and sets</i>	3. Procedures/Activities:	Summative:
3D2 2	KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones. KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1). KY.K.CC.3 Represent numbers. a. Write numbers from 0 to 20. b. Represent a number of objects	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.	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	with a written numeral 0-20 (with 0 representing a count of no objects). 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	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. <i>Today we will organize, count, and represent a collection of objects.</i>		
--	--	---	--	--

	refers to a quantity that is one larger. 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.			
--	--	--	--	--

1 Day for Review

District Common Assessment #3

	Standards	Learning Target	Procedures & Engagement Activities	Assessments
4A1-2	KY.K.G.6 Compose simple shapes to form larger shapes.	I can put together simple shapes, like squares and triangles, to make bigger shapes, like a rectangle or a hexagon. <i>Today we will compose and decompose flat shapes and count the parts.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
4A3	KY.K.OA.1 Represent addition and subtraction with objects,	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	HOT Questions: 1. 2. 3.	Formative:

	fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	out loud. <i>Today we will decompose a group to identify the parts and the total.</i>	Procedures/Activities:	Summative:
4A4	KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	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>Today we will decompose a group and record the parts and the total using a number bond.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
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. KY.K.OA.3 Decompose numbers less than or equal to 10. a. Decompose numbers into two	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. <i>Today we will sort to decompose a number in more than one way and record what we find.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	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.			
4B7	KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. 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	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. <i>Today we will compose groups of 5.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.	things, like toys or cookies, by using pictures or objects, and I can add and subtract numbers up to 10. <i>Today we will solve put together problems by drawing a picture.</i>	1. 2. 3. Procedures/Activities:	Summative:
4C1 3	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.	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>Today we will pick a math tool to use to solve put together problems.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
4C1 4	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.	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>Today we will model take apart problems.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
4C1 5	KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations,	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. <i>Today we</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	expressions, or equations. 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.	<i>will choose a math tool to use to solve take apart problems.</i>		
4C1 6	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.	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>Today we will compose and decompose numbers and shapes.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
4C1 7	KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones. KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1). KY.K.CC.3 Represent	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.	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	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). 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	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. <i>Today we will organize, count, and represent collections of objects.</i>		
--	--	--	--	--

	objects or drawings to demonstrate equality as the balancing of quantities.			
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.	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>Today we will solve addition story problems using drawings and numbers.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
5A3	KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. KY.K.OA.2 Solve addition and subtraction word	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. <i>Today we will solve addition story problems.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	problems and add and subtract within 10 by using objects or drawings to represent the problem.			
5A4	KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. 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	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. <i>Today we will decompose numbers using number bonds and addition sentences.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	explanations, expressions, or equations.			
5B9	KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	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>Today we will subtract to solve story problems by using drawings and numbers.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
5B10	KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. 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.	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. <i>Today we will solve subtraction story problems.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

5B1 1	KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	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>Today we will subtract using number bonds and subtraction sentences.</i>		
5B1 2	KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. 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.	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. <i>Today we will relate parts to total in subtraction stories.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
5B1 3	KY.K.OA.1 Represent addition and subtraction with objects,	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	HOT Questions: 1. 2.	Formative:

	fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	out loud. <i>Today we will tell subtraction stories starting from a number sentence.</i>	3. Procedures/Activities:	Summative:
5B1 4	KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. KY.K.OA.5 Fluently add and subtract within 5.	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. <i>Today we will use subtraction stories to find the difference.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
Review and QUIZ over A-B				
5C1 5	KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	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. <i>Today we will decide if we need to add or subtract to solve a problem.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	or drawings to represent the problem.		Procedures/Activities:	Summative:
5C1 8	KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).	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>Today we will count starting from a number other than 1 to find the total.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
5C1 9	KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	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>Today we will solve problems where the change is unknown by subtracting.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
5C2 0	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.	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. <i>Today we will find the number that makes 10 and write a number sentence.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
5C2 1	KY.K.OA.1 Represent addition	I can show adding and taking away (subtraction) using objects like toys,	HOT Questions: 1.	Formative:

	and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	my fingers, drawing pictures, acting out the situation, or even just saying it out loud. <i>Today we will use drawings to solve problems.</i>	2. 3. Procedures/Activities:	Summative:
5D2 2	KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).	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>Today we will identify and extend linear patterns.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
5D2 3	KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).	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>Today we will use a pattern to make a prediction.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
5D2 4	KY.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	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>Today we will solve story problems by using repeated reasoning.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	known sequence within 100 (instead of having to begin at 1). 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). 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	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. <i>Today we will organize, count, and represent a collection of objects.</i>		
--	---	---	--	--

	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. 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.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				
	Standards	Learning Target	Procedures & Engagement Activities	Assessments

	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.			
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. 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.	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.	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
6B9	KY.K.OA.2 Solve addition and subtraction word problems and add	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.	HOT Questions: 1. 2. 3.	Formative:

	and subtract within 10 by using objects or drawings to represent the problem. 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.	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 $10 + 5$. <i>Today we will represent teen number decompositions as subtraction sentences.</i>	Procedures/Activities:	Summative:
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. KY.K.NBT.1 Compose and decompose numbers from 11 to 19 using quantities (numbers with units) of ten ones	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 $10 + 5$. <i>Today we will make sense of word problems involving teen numbers.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	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. 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.			
6C1 4	KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.	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>Today we will count by 10s.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
6C1 5	KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones.	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>Today we will count by 10s by using math tools.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
6C1 6	KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones. KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).	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>Today we will use 10s to count to 100.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	b. Count backwards from 30 by ones. KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).	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>Today we will count within and across decades when counting by ones.</i>	3. Procedures/Activities:	Summative:
6C19	KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones. KY.K.CC.2 Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).	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>Today we will count within and across decades when counting by ones.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
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.	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>Today we will compare totals in story situations.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
6D21	KY.K.CC.6 Identify whether the	I can figure out if there are more(greater than), less (less than) ,	HOT Questions: 1.	Formative:

	number of objects in one group is greater than, less than, or equal to the number of objects in another group.	or the same (equal) number of things in one group compared to another group. <i>Today we will count and compare sets with more than 10 objects.</i>	2. 3. Procedures/Activities:	Summative:
6D2 2	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.	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>Today we will compare area by comparing numbers.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
6D2 3	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.	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>Today we will compare lengths of objects by using 10 sticks and cubes.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
6D2 4	KY.K.CC.1 Count a. Count to 100 by ones and by tens. b. Count backwards from 30 by ones. KY.K.CC.2 Count forward beginning from a given number within the	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.	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	known sequence within 100 (instead of having to begin at 1). 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). 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	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. 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>Today we will organize, count, and represent a collection of objects.</i>		
--	---	---	--	--

	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. 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.			
1 Day for Review				
District Common Assessment #6				