

Wapato Public Schools 2026-2027 Pacing Guide

MATH

TK

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Unit 1 Objective: Math in Our World

★ End of [Unit 1 Assessment](#) and Completion Date: Sep 25, 2026

[Unidad 1 evaluación](#)

[Fall Pre & Post Assessment](#)

Section A: Explore Our Math Tools

Section Learning Goals:

I can explore and use math tools.

I can share mathematical ideas with a partner.

Yo puedo explorar y usar herramientas matemáticas.

Yo puedo compartir ideas matemáticas con un compañero.

Cluster: Count to tell the number of objects.

Section Alignments (Standards):

PK.CC.1 Count to 20

PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

Lesson and Student- facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 1 : Explore Connecting Cubes Student-Facing Goal: Let’s explore connecting cubes.	Warm Up Routine: Notice and Wonder: Connecting Cubes (15 minutes) Math Language Routine: MLR8 Discussion supports Lesson Synthesis:	Materials: - Connecting Cubes - Mathematical community poster Centers: Connecting Cubes–Stage 1: Explore	Activity 1: Introduce Connecting Cubes, Explore Connecting Cubes

	10 Minutes, Display Slide 15, Math Community Chart Cool Down: N/A		
Lesson 2 : Explore Pattern Blocks Student-Facing Goal: Let's explore pattern blocks.	Warm Up Routine: Notice and Wonder: Pattern Blocks Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display Slide 14, Math Community Chart Cool Down: N/A	Materials: - Pattern Blocks Centers: Pattern Blocks—Stage 1: Explore	Activity 1: Introduce Pattern Blocks—Explore Pattern Blocks
Lesson 3: Explore Two-color Counters and 5-Frames Student-Facing Goal: Let's explore 2 color counters in 5 frames.	Warm Up Routine: Notice and Wonder: Counters and 5-Frames Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display Slide 16, Math Community Chart Cool Down: N/A	Materials: - Two-Color Counters Centers: 5-frame (groups of 1)	Activity 1: Explore Counters and 5-Frames - Two-Color Counters 5-Frames (Make Copies)
Lesson 4 : Explore Geoblocks Student-Facing Goal: Let's Explore geoblocks.	Warm Up Routine: Notice and Wonder: Geoblocks Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display slide 18 Cool Down: N/A	Materials: - Geoblocks - Solid Shapes Centers: Geoblocks—Stage 1: Explore Geoblocks—Stage 2: Build to Match	Activity 1: Introduce Geoblocks, Explore - Geoblocks Activity 2: Introduce Geoblocks—Build to Match - Geoblocks - Solid Shapes Geoblocks Stage 2 (make copies for groups of 8)

Lesson 5: Explore Math Tools Student-Facing Goal: Let’s explore our math tools.	Warm Up Routine: Notice and Wonder: Using Different Tools Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display slide 22 & 23, Counting to 10, Math Community Chart Cool Down: N/A	Materials: ● Connecting Cubes ● Pattern Blocks ● Materials from previous centers Centers: ● Pattern Blocks–Stage 2 ● Geoblocks–Stage 1 ● Connecting Cubes–Stage 2	Activity 1: Introduce Connecting Cubes—Build to Match ● Connecting Cubes Stage 2 Cards (groups of 2) ● Connecting cubes Activity 2: Introduce Pattern Blocks—Puzzles ● Pattern Blocks Stage 2 Mats (groups of 2) ● Pattern blocks Activity 3: Centers Gather Materials from: ● Pattern Blocks, Stage 1 and Stage 2 ● Connecting Cubes, Stage 1 and Stage 2 ● Geoblocks, Stage 1 and Stage 2
Assessment: Section A Checkpoint	Use a teacher observation tool to record student progress on section objectives.		
Section B: Recognize Quantities (Teach numbers 0-3 during this section) Section Learning Goals: I can recognize and name groups of up to 4 objects and images without counting. <i>Yo puedo reconocer y nombrar grupos de hasta 4 objetos e imágenes sin contar.</i>			
Cluster: Count to tell the number of objects.			

Section Alignments (Standards):

PK.CC.1 Count to 20

PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 6: Recognize Quantities Student-Facing Goal: Let’s look for small groups of objects.	Warm Up Routine: - Act It Out - How Many Do You See? Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display slide 25 & 26 What Went Well, Counting to 10, Math Community Norms Cool Down: N/A	Materials: - Materials from previous centers - Picture Books Centers: - Connecting Cubes - Pattern Blocks - Geoblocks - Picture Books	Activity 1: How Many Do You See: Introduction Activity 2: Introduce Picture Books, Explore - Picture books (with illustrations that include small groups of images) per group of 2 students Activity 3: Centers: Choice Time - Gather materials from: Connecting Cubes, Stages 1 and 2 Pattern Blocks, Stages 1 and 2 Geoblocks, Stages 1 and 2 Picture Books, Stage 1
Lesson 7: Classroom Scavenger Hunt. Student-Facing Goal: Let’s look for groups of objects in the classroom,	Warm Up Routine: - Act It Out - How Many Do You See? Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display Slide 26 Cool Down: N/A	Materials: - Materials from previous centers Centers: - Pattern Blocks - Connecting Cubes - Geoblocks - Picture Books	Activity 1: How Many Do You See: Two Images Activity 2: Classroom Scavenger Hunt Activity 3: Centers: Choice Time Gather materials from: - Pattern Blocks, Stages 1 and 2 - Connecting Cubes, Stages 1 and 2 - Geoblocks, Stages 1 and 2 - Picture Books, Stage 1
Lesson 8 : Different Groups, Same Quantity Student-Facing Goal: Let’s find groups that have the same number of things.	Warm Up Routine: - Act It Out - How Many Do You See? Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display Slides 35 & 36 Cool Down: N/A	Materials: - Materials from previous centers Centers: - Connecting Cubes - Pattern Blocks - Geoblocks - Picture Books	Activity 1: How Many Do You See: 1, 2, 3 Activity 2: Card Sort: Different Groups, Same Quantity - Create a set of cards from the blackline master for each group of 2. Activity 3: Centers: Choice Time - Gather Materials from: Connecting Cubes, Stages 1 and 2 Pattern Blocks, Stages 1 and 2

			Geoblocks, Stages 1 and 2 Picture Books, Stage 1
Lesson 9 : Create Picture Books Student-Facing Goal: Let’s make picture books about our classroom.	Warm Up Routine: ● Act It Out ● How Many Do You See? Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display Slides 28 & 29 , Counting to 10 Cool Down: N/A	Materials: ● Materials from previous centers ● Colored pencils or crayons Centers: ● Connecting Cubes ● Pattern Blocks ● Geoblocks ● Picture Books	Activity 1: How Many Do You See: What Do You Notice? Activity 2: Introduce Picture Books ● Colored pencils or crayons Activity 3: Centers: Choice Time ● Gather Materials from: Connecting Cubes, Stages 1 and 2 Pattern Blocks, Stages 1 and 2 Geoblocks, Stages 1 and 2 Picture Books, Stages 1 and 2
Assessment: Section B Checkpoint	Use a teacher observation tool to record student progress on section objectives.		
Section C: Are there enough? (Teacher numbers 4-5) Section Learning Goals: I can answer “Are there enough” questions. <i>Yo puedo responder a las preguntas "¿Hay suficientes?"</i> .			
Cluster: Count to tell the number of objects; know number names and the count sequence. Section Alignments (Standards): PK.CC.1 Count to 20 PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects. PK.CC.4b Given a number from 1–10, count out that many objects.			
Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:

Lesson 10 : Are there enough? Student-Facing Goal: Let’s figure out if there are enough supplies for everyone.	Warm Up Routine: ● Act It Out ● How Many Do You See? Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display slide 25 Cool Down: N/A	Materials: ● Erasers ● Materials from previous centers ● Pencils Centers: ● Connecting Cubes ● Pattern Blocks ● Geoblocks ● Picture Books	Activity 1: Act It Out: 4 Frogs (Part 1) Activity 2: Are There Enough? ● Each group of 4 needs 4 pencils and 3 erasers. Activity 3: Centers: Choice Time Gather Materials from: ● Connecting Cubes, Stages 1 and 2 ● Pattern Blocks, Stages 1 and 2 ● Geoblocks, Stages 1 and 2 ● Picture Books, Stages 1 and 2
Lesson 11: Get Enough Student-Facing Goal: Let’s get enough pencils for everyone.	Warm Up Routine: ● Act It Out ● How Many Do You See? Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display Slide 27 and 28, Count to 10 Cool Down: N/A	Materials: ● Materials from previous centers ● Pencils Centers: ● Connecting Cubes ● Pattern Blocks ● Geoblocks ● Picture Books	Activity 1: Act It Out: 4 Frogs (Part 2) Activity 2: Get Enough ● Each group of 4 needs at least 8 pencils. Activity 3: Centers: Choice Time Gather Materials from: ● Connecting Cubes, Stages 1 and 2 ● Pattern Blocks, Stages 1 and 2 ● Geoblocks, Stages 1 and 2 ● Picture Books, Stages 1 and 2
Assessment: Section C Checkpoint	Use a teacher observation tool to record student progress on section objectives.		
Section D: Counting Collections (Teach numbers 6-10) Section Learning Goals: I can count groups of up to 10 objects. <i>Yo puedo contar grupos de hasta 10 objetos.</i>			
Cluster: Count to tell the number of objects; know number names and the count sequence. Section Alignments (Standards): PK.CC.1 Count to 20			

PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 12 : How Many Are There? (Part 1) Student-Facing Goal: Let’s count collections of objects.	Warm Up Routine: Question About Us Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display Slide 21. Cool Down: N/A	Materials: • 5-frames • Collections of objects • Materials from previous centers • Pattern blocks Centers: • Connecting cubes • Pattern blocks • Geoblocks • Picture books	Activity 1:Counting Collections • 5-frames • Bags • Collections of up to 20 small objects Activity 2: Count to 10 Activity 3: Introduce Pattern Blocks—Get and Build Gather Materials from: ○ Connecting Cubes, Stages 1 and 2 ○ Pattern Blocks, Stages 1 and 2 ○ Geoblocks, Stages 1 and 2 ○ Picture Books, Stages 1 and 2
Lesson 13 : How Many Are There? (Part 2) Student-Facing Goal: Let’s count collections of objects.	Warm Up Routine: Question About Us Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display Slide 20. Cool Down: N/A	Materials: • 5-frames • Collections of objects • Counting mats • Materials from previous centers Centers: • Connecting cubes • Pattern blocks • Geoblocks • Picture books	Activity 1: Counting Collections • 5-frames • Bags • Collections of up to 10 small objects • Counting mats Activity 2: Pair Objects and Numbers • Each student needs a bucket or container to place their objects in as they count them. • Collections of up to 10 small objects Activity 3: Centers: Choice Time Gather Materials from: ○ Connecting Cubes, Stages 1 and 2 ○ Pattern Blocks, Stages 1, 2, and 3 ○ Geoblocks, Stages 1 and 2 ○ Picture Books, Stages 1 and 2
Lesson 14 : Answer how many questions? Student-Facing Goal:	Warm Up Routine: Question About Us Math Language Routine: MLR8 Discussion supports	Materials: • 5-frames • Chart paper • Collections of objects • Connecting Cubes	Activity 1: Counting Collections: How Many? • 5-frames • Collections of up to 10 small objects • Counting mats

Let's count to figure out how many objects are in our collections.	Lesson Synthesis: 10 Minutes, Display Slide 21. Cool Down: N/A:	● Egg cartons ● Materials from previous centers Centers: ● Connecting cubes ● Pattern blocks ● Geoblocks ● Picture books	Activity 2: Egg Carton Counting ● Collections of up to 10 small objects ● Egg cartons Activity 3: Introduce Connecting Cubes—Get and Build Gather Materials from: Connecting Cubes, Stages 1 and 2 Pattern Blocks, Stages 1, 2, and 3 Geoblocks, Stages 1 and 2 Picture Books, Stages 1 and 2
Lesson 15 : Explain How You Counted Student-Facing Goal: Let's count collections of objects and tell our partners how we counted.	Warm Up Routine: Question About Us Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display Slide 19. Cool Down: N/A	Materials: ● 5-frames ● Chart paper ● Collections of objects ● Counting mats ● Materials from previous centers Centers: ● Connecting cubes ● Pattern blocks ● Geoblocks ● Picture books	Activity 1: Counting Collections: Share How You Counted ● 5-frames ● Collections of up to 20 small objects ● Counting mats Activity 2: Use a Counting Mat to Keep Track ● Collections of up to 10 small objects ● Counting mats Activity 3: Centers: Choice Time Gather Materials from: ○ Connecting Cubes, Stages 1, 2, and 3 ○ Pattern Blocks, Stages 1, 2, and 3 ○ Geoblocks, Stages 1 and 2 ○ Picture Books, Stages 1 and 2
Lesson 16 : Represent Our Collections Student-Facing Goal: Let's count collections of objects and show how we counted.	Warm Up Routines: ● Question About Us ● 5 Practices Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display Slide 22. Cool Down: N/A	Materials: ● 5-frames ● Chart paper ● Collections of objects ● Connecting Cubes ● Egg cartons ● Materials from previous centers Centers: ● Connecting cubes ● Pattern blocks ● Geoblocks ● Picture books	Activity 1: Counting Collections: Show How Many ● 5-frames ● Virtual manipulative included ● Collections of 6–10 small objects ● Counting mats Activity 2: Answer How Many? Questions ● Collections of up to 20 small objects ● Counting mats ● Egg cartons Activity 3: Centers: Choice Time Gather Materials from: ● Connecting Cubes, Stages 1, 2, and 3 Pattern Blocks, Stages 1, 2, and 3 Geoblocks, Stages 1 and 2 Picture Books, Stages 1 and 2

Lesson 17 : Connecting Cube Sculptures Student-Facing Goal: Let's build connecting cubes and figure out how many we have.	Warm Up Routine: How many do you see? Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, "As you were working today, what choices did you have to make?" Display slide 18. Cool Down: N/A	Materials: • 5-frames • Connecting cubes • Counting mats Centers: • 5-frames • Connecting cubes • Counting mats	Activity 1: Creating Classroom Objects With: • Connecting cubes • Geoblocks • Pattern blocks • Two-color counters Activity 2: Sharing Our Creations
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Assessment: Section D Checkpoint	Use a teacher observation tool to record student progress on section objectives.
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Vocabulary: No Terms

★ End of Unit 1 Assessment and Completion Date: September 25, 2026 Unidad 1 evaluación Fall Pre & Post Assessment • Also assess number recognition.
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Unit 2 Objective: Numbers 1-10
★ End of Unit 2 Assessment and Completion Date: November 6, 2026 Unidad 2 evaluación

Section A: Count and Compare Groups of Objects

Section Learning Goals:

I can connect quantities with spoken number words.

I can count and compare up to 10 objects and know the number remains the same regardless of the arrangement of the objects.

Puedo conectar cantidades con palabras numéricas habladas.

Puedo contar y comparar hasta 10 objetos y saber que el número sigue siendo el mismo independientemente de la disposición de los objetos.

Cluster: Count to tell the number of objects; compare numbers; know number names and the count sequence.

Section Alignments (Standards):

PK.CC.1 Count to 20

PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

PK.CC.5 Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1: up to 5 objects)

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 1 : Fingers as a Math Tool Student-Facing Goal: Let’s show numbers with our fingers.	Warm Up Routine: Choral Count Math Language Routine: MLR8 Discussion supports	Materials: - Materials from previous centers Centers: - Pattern Blocks - Picture Books	Activity 1: How Many Fingers? (10 minutes) Activity 2: Show Some Fingers (10 minutes) Activity 3: Introduce Math Fingers—Show and Say (25 minutes) - Create a set of cards from the blackline master for each group of 2. - Gather materials from: - Pattern Blocks, Stages 1-3 - Picture Books, Stages 1 and 2

	Lesson Synthesis: 10 Minutes, Display Slide 20. Cool Down: N/A		
Lesson 2 : Count and Arrange Student-Facing Goal: Let's figure out how many objects we have.	Warm Up Routine: Choral Count Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, How Many Objects? Display slide 23 and 24. Cool Down: N/A	Materials: • 5-Frames • Connecting Cubes • Cups • Two-color counters • Materials from previous centers Centers: • Shake and Spill • Math Fingers • Pattern Blocks • Picture Books	Activity 1: Count, Rearrange, Count (10 minutes) • 5-frames • Connecting cubes Activity 2: Introduce Shake and Spill—Count (10 minutes) • 5-frames • Cups • Two-color counters Activity 3: Centers: Choice Time (25 minutes) • Gather materials from: • Shake and Spill, Stage 1 • Math Fingers, Stage 1 • Pattern Blocks, Stages 1-3 • Picture Books, Stages 1 and 2
Lesson 3: Groups that Look Very Different Student-Facing Goal: Let's figure out if there are more green triangles or more orange triangles.	Warm Up Routine: Choral Count Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display Slide 24. Cool Down: N/A	Materials: • Bags(brown paper) • Connecting Cubes • Pattern Blocks • Counters • Materials from previous activity • Colored pencils, or crayons or markers • Materials from previous centers Centers: • Shake and Spill • Math Fingers • Pattern Blocks • Picture Books	Activity 1: More or Fewer Pattern Blocks (10 minutes) • Bags (brown paper) • Connecting cubes • Pattern blocks Activity 2: Create Groups with More and Fewer (10 minutes) • Counters • Materials from a previous activity Centers: Choice Time (25 minutes) • Gather materials from: • Shake and Spill, Stage 1 • Math Fingers, Stage 1 • Pattern Blocks, Stages 1-3 • Picture Books, Stages 1 and 2
Lesson 4: Groups that Look Alike Student-Facing Goal: Let's find groups that have more, fewer, and the same number	Warm Up Routine: How many do you see? Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display Slide 26. Cool Down: N/A	Materials: • Connecting Cubes • Counters • Cups • Two-color counters • Materials from previous centers Centers: • Number Race • Shake and Spill • Math Fingers • Pattern Blocks • Picture Books	Activity 1: Which Has More? (10 minutes) • Connecting cubes Activity 2: Introduce Shake and Spill—Which Is More? (15 minutes) • Cups • Two-color counters Centers: Choice Time (20 minutes) • Gather materials from: • Shake and Spill, Stages 1 and 2 • Math Fingers, Stage 1 • Pattern Blocks, Stages 1–3 • Picture Books, Stages 1 and 2
Lesson 5 : Make groups of more, fewer, or the same	Warm Up Routine: How many do you see? Math Language Routine:	Materials: • Collections of objects • Connecting cubes • Materials from previous centers	Activity 1: Introduce Fewer, Same, More, Groups of Objects (15 minutes) • Collections of up to 20 small objects • Connecting cubes

Student-Facing Goal: Let’s make groups that have more, fewer, and the same number of objects as another group.	MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display Slide 24. Cool Down: N/A	Centers: • Less Same More • Number Race • Shake and Spill • Math Fingers • Pattern Blocks • Picture Books	• Materials from a previous lesson • Materials from previous centers Activity 2: Introduce Math Fingers—Fewer or More (15 minutes) • Materials from a previous lesson Centers: Choice Time (15 minutes) • Gather materials from: • Fewer, Same, More, Stage 1 • Shake and Spill, Stages 1 and 2 • Math Fingers, Stages 1 and 2 • Pattern Blocks, Stages 1-3 • Picture Books, Stages 1 and 2
Lesson 6 : Use more, fewer, or the same number to describe groups Student-Facing Goal: s. Let’s use more, fewer, and the same to describe groups.	Warm Up Routine: How many do you see? Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display Slide 25. Cool Down: N/A	Materials: • Bags (brown paper) • Connecting Cubes • Materials from previous centers Centers: • Building Cube Towers in Small Groups	Activity 1: Match Bags to Comparison Statements (10 minutes) • Bags (brown paper) • Connecting cubes (red and blue) Activity 2: Cube Tower Walk and Talk (15 minutes) • Connecting cubes Activity 3: Centers: Choice Time (20 minutes) • Gather materials from: • Fewer, Same, More, Stages 1 • Shake and Spill, Stages 1 and 2 • Math Fingers, Stages 1 and 2 • Pattern Blocks, Stages 1–3 • Picture Books, Stages 1 and 2
Assessment: Section A Checkpoint	Use a teacher observation checklist to record progress of counting and comparing up to 10 objects.		
Section C: Connect Quantities and Numbers Section Learning Goals: I can connect quantities with spoken number words and written numbers. I can understand the relationship between number and quantity. <i>Yo puedo conectar cantidades con palabras numéricas habladas y números escritos.</i> <i>Yo entiendo la relación entre número y cantidad.</i>			
Cluster: Know number names and the count sequence; count to tell the number of objects; compare numbers.			

Section Alignments (Standards):

PK.CC.1 Count to 20.

PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

PK.CC.3b Explore and develop the concept that the last number name says the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.

PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

PK.CC.5 Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1: up to 5 objects)

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 12 : Connect Quantities and Numbers Student-Facing Goal: Let's figure out which groups of objects go with which numbers.	Warm Up Routine: How Many Do You See Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display Slide 23 and 24, Count to 20 Cool Down: N/A	Materials: • Bags (brown paper) • Collections of objects • Colored pencils, crayons, or markers • Connecting cubes • Materials from previous centers Centers: • Number Race • Geoblocks	Activity 1: Circle More, Circle Fewer (10 minutes) Activity 2: Introduce Fewer, Same, More—Images (15 minutes) • Create a set of cards from the blackline master for each group of 2. • Create a T-chart labeled "Fewer than 5" and "More than 5." Centers: Choice Time (20 minutes) • Gather materials from: • Fewer, Same, More, Stages 1 and 2 • Bingo, Stage 1 • Math Stories, Stage 1 • Connecting Cubes, Stages 1–3 • Number Race, Stage 1
Lesson 13: Numbers in Many Ways Student-Facing Goal: Let's figure out how many things there are.	Warm Up Routine: How Many Do You See? Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display Slide 21 and 22. Cool Down: N/A	Materials: • Materials from a previous activity • Materials from previous centers Centers: • Number Race • Geoblocks • Math Fingers	Activity 1: Draw Groups of Images (10 minutes) Activity 2: Introduce Fewer, Same, More—Drawings (15 minutes) • Each group of 2 needs a set of cards from the blackline master. Centers: Choice Time (20 minutes) • Gather materials from: • Fewer, Same, More, Stages 1-3 • Bingo, Stage 1 • Math Stories, Stage 1 • Connecting Cubes, Stages 1-3 • Number Race, Stage 1

Lesson 14: Count Out Objects Student-Facing Goal: Let's figure out how many toppings we need to put on our pizza.	Warm Up Routine: How Many Do You See? Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display Slide 30, Turn and Talk Cool Down: N/A	Materials: - Counters - Chart paper - Connecting Cubes - Geoblocks - Pattern Blocks - Materials from previous centers - Number cards 0-10 Centers: - Number Race - Geoblocks - Math Fingers	Activity 1: Which Bag? (10 minutes) - Bags (brown paper) - Collections of up to 20 small objects Activity 2: Counting Stations (15 minutes) - Bags (brown paper) - Collections of up to 20 small objects Activity 3: Revisit Number Race—Numbers 1–10 (20 minutes) - colored pencils, crayons, or markers - Connecting cubes - Materials from previous centers
Lesson 15: Draw Group of Things Student-Facing Goal: Let's figure out how many things to draw.	Warm Up Routine: How Many Do You See? Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display Slide 28 and 29, Counting to 20 Cool Down: N/A	Materials: - Chart paper - Connecting Cubes - Materials from previous centers Centers: - Math Libs - Bingo - Number Race - Geoblocks - Math Fingers	Activity 1: Each group of 4 students need a piece of chart paper with a number (1-10) written at the top Activity 3: Gather materials from: - Math libs, stage 1 - Bingo, stages 1 and 2 - Number Race, stage 1 - Geoblocks, stages 1 and 2 - Math fingers, stages 1 and 2
Lesson 16: Write Numbers to Represent Quantities Student-Facing Goal: Let's write numbers to show how many there are.	Warm-Up Routine: How Many Do You See: One More with a 5-frame Math Language Routine: MLR8 Discussion supports Lesson Synthesis: 10 Minutes, Display Slide 28 and 29, Counting to 20 Cool Down: N/A	Materials: Bags (brown paper) Collection of objects Sticky notes Materials from previous centers Centers: Math Libs Bingo Number Race Geoblocks Math Fingers	Activities 1-3: Gather Materials: - Math Stories Stage 1 Recording Sheet - Math Stories Stage 1 and 4 Pictures - Math Libs, stage 1 - Bingo, stages 1 and 2 - Number Race, stage 1 - Geoblocks, stages 1 and 2 - Math Fingers, stages 1 and 2
Assessment: Section C Checkpoint	Use a teacher observation checklist to record progress on: using numbers and quantities.		
Vocabulary: Fewer, Less, More, Number writing reference			

★ End of [Unit 2 Assessment](#) and Completion Date: November 6, 2026

[Unidad 2 evaluación](#)

Unit 3 Objective: Flat Shapes All Around Us

★ End of [Unit 3 Assessment](#) and Completion Date: December 18, 2026

[Unidad 3 evaluación](#)

Section A: Exploring Shapes in Our Environment

Section Learning Goals:

I can recognize and describe shapes in the environment.

I can use informal language to describe and compare shapes and their attributes.

Puedo reconocer y describir formas en el medio ambiente.

Puedo usar lenguaje informal para describir y comparar formas y sus atributos.

Cluster: Know number names and the count sequence; Count to tell the number of objects; compare; Identify and describe shapes

Section Alignments (Standards):

PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

PK.CC.5 Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1: up to 5 objects)

PK.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.

PK.G.2 Correctly name shapes regardless of size.

PK.G.4 Create and build shapes from components (e.g., sticks and clay balls).

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 1 : What we know about Shapes Student-Facing Goal: Let's find and talk about shapes.	Warm Up Routine: - Which one doesn't belong? Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: Where do you see shapes like this? (10 minutes) Display slide 21. Cool Down: N/A	Materials: - Picture books - Materials from previous centers Centers: - Picture Books - Bingo - Shake and spill	Activity 1: Introduce Picture Books, Find Shapes (15 minutes) Activity 2: Shapes in a Picture - Picture books Activity 3: Gather materials from: - Picture Books, Stages 1-3 - Bingo, Stages 1 and 2 - Shake and Spill, Stages 1 and 2
Lesson 2 : Match shapes Student-Facing Goal: Let's find shapes that are the same.	Warm Up Routine: - Which one doesn't belong? Math Language Routine: - MLR7 Discussion Supports Lesson Synthesis: Talk about two things in the classroom that look like the same shape. (10 Minutes) Display slide 24. Cool Down: N/A	Materials: - Materials from previous centers Centers: - Picture Books - Bingo - Shake and Spill	Activity 1: Match Objects and Shapes Activity 2: Which Shape is the Same? Activity 3: Centers: Choice Time - Gather materials from: - Picture Books, Stages 1–3 - Bingo, Stages 1 and 2 - Shake and Spill, Stages 1 and 2
Lesson 3: Describe and compare shapes Student-Facing Goal: Let's compare shapes.	Warm Up Routine: - Which one doesn't belong? Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: Tell your partner about this shape (triangle). Display slide 21. Cool Down: N/A	Materials: - Picture Books - Counters - Materials from previous centers Centers: - Picture Books - Bingo - Shake and spill	Activity 1: Hunt for Shapes to Compare - Picture books Activity 2: Alike and Different - Alike and Different Cards (groups of 2) Activity 3: Introduce Which One—Grade K Shapes - Which One? Stage 1 Gameboard (groups of 2)

Lesson 4 : Describe, compare, and sort shapes Student-Facing Goal: Let's describe and sort shapes.	Warm Up Routine: - Choral Count Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: Display shape cards A, I, J, O and F, H, N (10 Minutes) Display slide 20. Cool Down: N/A	Materials: - Materials from a previous lesson - Materials from previous centers Centers: - Which One? - Picture Books - Bingo - Shake and Spill	Activity 1: Classroom Shape Hunt Activity 2: Shape Sort Activity 3: Centers: Choice Time - Which One? Stage 1 - Picture Books, Stages 1-3 - Bingo, Stages 1 and 2 - Shake and Spill, Stages 1 and 2
Lesson 5 : Circles and Triangles Student-Facing Goal: Let's learn the names of some shapes.	Warm Up Routine: - Which one doesn't belong? Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: Where at home do you see circles or objects that look like circles? Where do you see triangles?" (10 Minutes) Display slide 25. Cool Down: N/A	Materials: - Colored Pencils or crayons 5-Frames - Collections or items - Counting mats - Materials from previous centers Centers: - Which One? - Picture Books - Bingo - Shake and Spill - Counting Collections	Activity 1: Color Circles and Triangles - Each student needs at least 2 different colored crayons or colored pencils. Activity 2: Card Sort: Triangles - Cut out triangle cards from the blackline master. Each group of 4 needs 1 set of cards. Activity 3: Introduce Counting Collections—Up to 20 - Which One? Stage 1 - Picture Books, Stages 1-3 - Bingo, Stages 1 and 2 - Shake and Spill, Stages 1 and 2 - Counting Collections, Stage 1: Up to 20.
Lesson 6 : Rectangles and Squares Student-Facing Goal: Let's learn the names of some more shapes	Warm Up Routine: - What do you know about _____? Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: Display shapes and compare them. (10 Minutes) Display slide 27. Cool Down: N/A	Materials: - Materials from previous centers Centers: - Counting Collections - Which One? - Picture Books - Bingo - Shake and Spill	Activity 1: Card Sort: Rectangles - Cut out rectangle cards from the blackline master. Each group of 4 needs 1 set of cards. Activity 2: Compare Rectangle Lengths Activity 3: Centers: Choice Time - Counting Collections, Stage 1 - Which One? Stage 1 - Picture Books, Stages 1-3 - Bingo, Stages 1 and 2 - Shake and Spill, Stages 1 and 2
Lesson 7 : Build with straws Student-Facing Goal: Let's make shapes with straws.	Warm Up Routine: - Choral Count Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display Slide 22. Cool Down: N/A	Materials: - Bags - Straws - Materials from a previous activity - Play Doh or modeling clay - Materials from previous centers Centers: - Counting Collections - Which One?	Activity 1: Compare Lengths of Straws - Bags - Straws Activity 2: Build Shapes from Straws - Materials from a previous activity - Play dough or modeling clay Activity 3: Introduce Build Shapes—Match the Flat Shape

		● Picture Books ● Bingo ● Shake and Spill	● Materials from a previous activity ● Materials from previous centers
Lesson 8 : Draw Shapes Student-Facing Goal:s. Let’s draw shapes.	Warm Up Routine: ● What do you know about _____? Math Language Routine: ● MLR8 Discussion Supports Lesson Synthesis: Display slide 26 and 27 Cool Down: N/A	Materials: ● Materials from previous centers Centers: ● Build Shapes ● Counting Collections ● Which One? ● Picture Books ● Bingo ● Shake and Spill	Activity 1: Connect the Dots Activity 2: Describe and Draw Shapes Activity 3: Introduce Build Shapes—Describe the Flat Shape ● Build Shapes, Stage 1 ● Counting Collections, Stage 1 ● Which One?, Stage 1 ● Picture Books, Stages 1–3 ● Bingo, Stages 1 and 2 ● Shake and Spill, Stages 1 and 2
Lesson 9: Shapes are Everywhere Student-Facing Goal: Let’s find shapes in our world.	Warm Up Routine: ● Which one doesn’t belong? Math Language Routine: ● MLR7 Compare and Connect Lesson Synthesis: 10 Minutes Ask: What have you learned about shapes?” Display slide 20. Cool Down: N/A	Materials: ● Clipboards ● Colored pencils or crayons ● Materials from a previous lesson ● String ● Materials from previous centers Centers: ● Build Shapes, Stages 1 and 2 ● Counting Collections, Stage 1 ● Which One?, Stage 1 ● Picture Books, Stages 1–3 ● Bingo, Stages 1 and 2 ● Shake and Spill,	Activity 1: School Shape Walk ● Clipboards Activity 2: Create the Shape ● Create the Shape Activity 3: Centers: Choice Time ○ Build shapes, stages 1 and 2 ○ Counting Collections, stage 1 ○ Which One?, stage 1 ○ Picture Books, stage 1-3 ○ Bingo, stages 1 and 2 ○ Shake and Spill, stages 1 and 2
Assessment: Section A Checkpoint	Use observation checklists to record student progress on Recognize and describe shapes in the environment. Use informal language to describe and compare shapes and their attributes		
Section B: Making Shapes Section Learning Goals: I can explore shapes by putting shapes together to form larger shapes. <i>Yo puedo explorar formas uniéndolas para formar formas más grandes.</i>			

Cluster: Know number names and the count sequence; count to tell the number of objects; compare; Identify and describe shapes.

Section Alignments (Standards):

PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

PK.CC.5 Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1: up to 5 objects)

PK.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.

PK.G.2 Correctly name shapes regardless of size.

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 10 : Put together Pattern Blocks Student-Facing Goal:s. Let’s put together pattern blocks.	Warm Up Routine: - Notice and Wonder: Quilts Math Language Routine: - MLR7 Compare and Connect Lesson Synthesis: 10 Minutes, Display Slide 25. Cool Down: N/A	Materials: - Pattern blocks - Materials from previous centers Centers: - Geoblocks, - Build Shapes, - Pattern Blocks, - Less, Same, More	Activity 1: Introduce Pattern Blocks—Count Out and Build - Pattern blocks Activity 2: Pattern Block Puzzles - Pattern blocks Activity 3: Centers: Choice Time - Geoblocks, stages 1 and 2 - Build shapes, stages 1 and 2 - Pattern blocks, stage 1-5 - Less, same, more, stages 1-4
Lesson 11 : Same Shapes Student-Facing Goal:s. Let’s figure out which shapes are the same.	Warm Up Routine: - How many do you see? 1 More and 1 Less on 5-frames Math Language Routine: - MLR8 Discussion Support Lesson Synthesis: Display slide 27. Cool Down: N/A	Materials: - Pattern blocks - Colored pencils or crayons - Materials from previous centers Centers: - Geoblocks - Build Shapes - Pattern Blocks - Less, Same, More	Activity 1: Missing Shapes - Pattern blocks Activity 2: Find the Shape - Colored pencils or crayons - Pattern blocks Activity 3: Centers: Choice Time - Geoblocks, stages 1 and 2 - Build shapes, stages 1 and 2 - Pattern blocks, stage 1-5 - Less, same, more, stages 1-4
Lesson 12: More than one way to make a shape Student-Facing Goal:	Warm Up Routine: Which one doesn’t belong? Math Language Routine:	Materials: - Pattern blocks - Materials from previous centers Centers:	Activity 1: Introduce Pattern Blocks—Puzzle Challenge Pattern blocks

Let's figure out how many different ways we can make a shape.	MLR8 Discussion Support Lesson Synthesis: Display slide 23. Cool Down: N/A	- Geoblocks - Build Shapes - Pattern Blocks - Less, Same, More	Activity 2: Many Ways to Make a Hexagon - Pattern blocks Activity 3: Choice Time - Geoblocks, stages 1 and 2 - Build shapes, stages 1 and 2 - Pattern blocks, stage 1-5 - Less, same, more, stages 1-4
Lesson 13: Describe and Match shapes. Student-Facing Goal: Let's build shapes that match.	Warm Up Routine: - How many do you see? Math Language Routine: - MLR8 Discussion Support Lesson Synthesis: 10 Minutes, Display Slides 33-34 Cool Down: N/A	Materials: - Colored pencils or crayons - Pattern blocks Centers: - Match Mine - Geoblocks - Build Shapes - Pattern Blocks - Less, Same, More	Activity 1: Where Are the Pattern Blocks? - Colored pencils or crayons Activity 2: Introduce Match Mine—Pattern Blocks - Colored pencils or crayons Activity 3: Gather materials from: - Match mine, stage 1 - Geoblocks, stages 1 and 2 - Build shapes, stages 1 and 2 - Pattern blocks, stage 1-5 - Less, same, more, stages 1-4
Lesson 14: Shapes in art Student-Facing Goal: Let's find shapes in art and use shapes to make our own art.	Warm Up Routine: - Notice and wonder Math Language Routine: - MLR7 Compare and Connect Lesson Synthesis: 10 Minutes, Display Slides 18-19 Cool Down: N/A	Materials: - Colored pencils, crayons, or markers - Construction paper - Glue - Materials from previous centers Centers: - Match Mine, - Geoblocks - Build Shapes - Pattern Blocks - Less, Same, More	Activity 1: Find Shapes in Art : Find Shapes in Art (groups of 7) Activity 2: Make Art with Shapes - Colored pencils, crayons, or markers - Construction paper - Glue Activity 3: Gather materials from: Choice Time - Match mine, stage 1 - Geoblocks, stages 1 and 2 - Build shapes, stages 1 and 2 - Pattern blocks, stage 1-5 - Less, same, more, stages 1-4
Lesson 15: Animal shape stamp art Student-Facing Goal: Let's make animals out of shapes.	Warm Up Routine: - Notice and wonder Math Language Routine: - MLR7 Compare and Connect Lesson Synthesis: Display slide 16 and 17. Cool Down: N/A	Materials: - Card stock - Paint - Paper - Paper plates - Tape Centers: - None; Make Animal Prints in Small Groups	Activity 1: Make Animal Prints

Assessment: Section B
Checkpoint

Use End-of-Unit Assessment.

Vocabulary: Above, Below, Beside, Circle, Longer, Next to, Rectangle, Shorter, Triangle

★ End of [Unit 3 Assessment](#) and Completion Date: December 18, 2026

[Unidad 3 evaluación](#)

Unit 4 Objective: Understanding Addition and Subtraction

★ End of [Unit 4 Assessment](#) and Completion Date: January 22, 2027

WELCOME TK: Use [Pre & Post Winter Assessment](#)

[Unidad 4 evaluación](#)

(NOTE: Directly teach addition and subtraction concepts and supplement with additional materials)

Section A: Count to add and subtract.

Section Learning Goals:

I can add and subtract.

Yo puedo sumar y restar.

Cluster: Understanding addition as adding to, and understanding subtraction as taking from; understand simple patterns; know numbers names and the count sequence; count to tell the number of objects; compare.

Section Alignments (Standards):

PK.OA.1 Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).

PK.OA.2 Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.

PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

PK.CC.5 Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1: up to 5 objects)

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 1 : Count 2 groups of objects Student-Facing Goal: Let's find out how many objects there are in two groups	Warm Up Routine: - Which one doesn't belong? Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: Display slide 27. (10 Minutes) Cool Down: N/A	Materials: - Pattern blocks - Connecting cubes - Materials from previous centers Centers: - Math Libs - Match Mine	Activity 1: Each group of 2 needs a bag of 10 pattern blocks with a mix of squares and triangles. Activity 2: Each student needs a tower with up to 5 connecting cubes. Activity 3: Gather materials from: - Math Libs - Match Mine
Lesson 2 : Count 2 groups of images Student-Facing Goal: Let's find out how many things there are in two groups.	Warm Up Routine: - Questions about us Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: Display slide 24.(10 Minutes) Cool Down: N/A	Materials: - Connecting cubes - Materials from previous centers Centers: - Math Libs - Match Mine	Warm-Up: Cut out enough 5-frames to make a chart with a space for each student to answer the survey question. Activity 1: Cut out a set of cards for each student. Activity 3: Each group of 2 needs connecting cubes. Gather materials: - Math Libs, Stage 1 - Match Mine, Stage 1

Lesson 3: Count 2 groups of scattered images Student-Facing Goal: Let’s find out how many things there are in two scattered groups.	Warm Up Routine: - Choral Count Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: Display slide 27. (10 Minutes) Cool Down: How many dots?	Materials: - Materials from previous center Centers: - Roll and Add - Math Libs - Match Mine	Activity 3: Gather materials from: - Roll and Add, Stage 1 - Math Libs, Stage 1 - Match Mine, Stage 1
Lesson 4: Add with objects Student-Facing Goal: Let’s use counters to add.	Warm Up Routine: - Questions about us Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: Display slide 26. (10 Minutes) Cool Down: N/A	Materials: 5-frames - Counters - Connecting cubes - Materials from previous centers Centers: 5-Frames, Stage 1 - Roll and Add, Stage 1 - Math Libs, Stage 1 - Match Mine	Warm-up: Cut out enough 5-frames to make a chart with a space for each student to answer the survey question. Activity 2: Each group of 2 needs 1 connecting cube. Activity 3: Gather materials from: 5-Frames, Stage 1 - Roll and Add, Stage 1 - Math Libs, Stage 1 - Match Mine, Stage 1
Lesson 5: Subtract with objects Student-Facing Goal: Let’s use counters to subtract.	Warm Up Routine: - How many do you see? Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: Display slide 36. (10 Minutes) Cool Down: N/A	Materials: - Counters - Connecting cubes Centers: 5-Frames - Roll and Add - Math Libs - Match Mine	Activity 2: Each group of 2 needs 1 connecting cube. Activity3: Gather materials from: 5-Frames, Stages 1 and 2 - Roll and Add, Stage 1 - Math Libs, Stage 1 - Match Mine, Stage 1
Assessment: Section A Checkpoint	For this Checkpoint Assessment, a full checklist for observation of students can be found in the Teacher Resource Pack for this unit. The content assessed is listed below for reference.	Understand addition as putting together and subtraction as taking from. Keep track of which objects or images have been counted. Count to find the total or difference. Add or take away objects to represent addition and subtraction.	
Vocabulary: Add, Subtract (Five minus two)			

★ End of [Unit 4 Assessment](#) and Completion Date: Complete end of unit assessment by January 22, 2027

WELCOME TK: Use [Pre and Post Winter Assessment](#)

[Unidad 4 evaluación](#)

Unit 5 Objective: Composing and Decomposing numbers to 10

★ End of [Unit 5 Assessment](#) and Completion Date: February 11, 2027

[Unidad 5 evaluación](#)

Section A: Make and break apart numbers to 9.

Section Learning Goals:

I can compose and decompose numbers up to 9 in more than 1 way.

Puedo componer y descomponer números hasta el 9 de más de una forma.

Cluster: Know number names and the count sequence; Understand simple patterns; count to tell the number of objects; Understand addition as adding to, and understand subtraction as taking from.

Section Alignments (Standards):

PK.CC.1 Count to 20.

PK.OA.2 Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.

PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

PK.CC.3 Understand the relationship between numbers and quantities to 10; 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.

PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

PK.OA.1 Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 1 : Make 2 parts Student-Facing Goal: Let's break numbers into parts.	Warm Up Routine: • Notice and Wonder: 2 Pictures Math Language Routine: • MLR8 Discussion Supports Lesson Synthesis: 10 Minutes Display slide 21 Cool Down: N/A	Materials: • 10-frames • Collections of objects • Counting mats • Connecting cubes • Materials from a previous activity • Colored pencils, crayons, or markers • Materials from previous centers Centers: • Subtraction Towers • 5-frames	Activity 1: 6 Connecting Cubes • Connecting cubes (6 per student) Activity 2: Diego's and Lin's Connecting Cubes • Connecting cubes Activity 3: Introduce Check It Off–Add within 10 • Gather materials from previous centers: • Find the Value of Expressions, Stage 1 • Bingo, Stages 1–3 • Shake and Spill, Stages 1–3
Lesson 2 : Make and Break Apart Pattern Block Designs Student-Facing Goal: Let's make and break apart pattern block designs.	Warm Up Routine: • Which Three Go Together: Pattern Block Designs (10 minutes) Math Language Routine: • MLR8 Discussion Supports Lesson Synthesis: 10 Minutes Display slide 27 Cool Down: N/A	Materials: • 10-frames • Collections of objects • Counting mats • Materials from a previous activity • Materials from previous centers Centers: • Number Race • Subtraction Towers • 5-frames	Activity 1: 2.1 Activity: Create Pattern Blocks Designs (10 minutes) • Crayons • Pattern blocks • Virtual pattern blocks included Activity 2: Han's Pattern Block Design (10 minutes) • Students need Pattern blocks. Activity 3: Centers: Choice Time • Gather materials from previous centers: • Check it Off, Stage 1 • Find the Value of Expressions, Stage 1 • Bingo, Stages 1–3 • Shake and Spill, Stages 1–3

Lesson 3 : Snap the Cubes Student-Facing Goal: Let's find different ways to break apart numbers.	Warm Up Routine: • Notice and Wonder: Connecting Cube Towers (10 minutes) Math Language Routine: • MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display slide 30 Cool Down: N/A	Materials: • Connecting cubes • 10-frames • Collections of objects • Counting mats • 5-frames • Counters • Materials from previous centers • Number cards 0–10 Centers: • Number Race • Subtraction Towers • 5-frames	Activity 1: Introduce What's Behind My Back—Show 2 Parts (10 minutes) • Colored pencils, crayons, or markers • Connecting cubes Activity 2: More Than 1 Way • Connecting cubes • Virtual connecting cubes included • Pattern blocks • Virtual pattern blocks included • Two-color counters • Virtual two-color counters included Activity 3: Centers: Choice Time Materials from previous centers • What's Behind My Back?, Stage 1 • Check It Off, Stage 1 • Find the Value of Expressions, Stage 1 • Bingo, Stages 1–3 • Shake and Spill, Stages 1–3 •
Lesson 4 : Find All the Ways Student-Facing Goal: Let's find all the ways to break apart a number.	Warm Up Routine: • Choral Count: Count On (10 minutes) Math Language Routine: • MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display Slide 25 Cool Down: N/A	Materials: • 5-frames and 10-frames • Collections of objects • Counting mats • Connecting cubes Centers: • Find the Pair • Number Race • Subtraction Towers	Activity 1: Find Break Apart Patterns • Connecting cubes Activity 2: Find All the Ways • Connecting cubes Activity 3: Choice Time (20 minutes) Gather materials from previous centers: • What's Behind My Back?, Stage 1 • Check It Off, Stage 1 • Find the Value of Expressions, Stage 1 • Bingo, Stages 1–3 • Shake and Spill, Stages 1–3
Assessment: Section A Checkpoint	For this Checkpoint Assessment, a full checklist for observation of	Compose and decompose numbers up to 9 in more than 1 way. Write expressions to represent compositions and decompositions.	

	students can be found in the Teacher Resource Pack for this unit. The content assessed is listed below for reference.		
Section B: More types of story problems. Section Learning Goals: I can solve story problems. Yo puedo resolver problemas de historias de matemáticas.			
Cluster: Know number names and the count sequence; Understand simple patterns; Count to tell the number of objects Section Alignments (Standards): PK.CC.1 Count to 20. PK.OA.2 Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects. PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects). PK.CC.3 Understand the relationship between numbers and quantities to 10; 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. PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects. PK.OA.1 Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).			
Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 5: Put together Student-Facing Goal: Let’s solve a story problem.	Warm Up Routine: • Notice and wonder: numberless story problem Math Language Routine: • MLR8 Discussion Supports	Materials: • 10-frames • Counting mats • Materials from previous centers • Pattern blocks Centers: • 5 frames	Activity 1: Fruit at the Market. • Virtual connecting cubes included Activity 2: A Bear with Berries • Virtual two-color counters included

	Lesson Synthesis: 10 Minutes, Display Slide 23 Cool Down: N/A	● Make or break apart numbers ● What’s behind my back?	Activity 3: Introduce Make or Break Apart Numbers ● Connecting cubes ○ Virtual connecting cubes included ● Materials from previous centers ● Two-color counters ○ Virtual two-color counters included
Lesson 6 : Red and Yellow Apples Student-Facing Goal: Let’s show what happens in a story.	Warm Up Routine: ● Act It Out: All About Apples Math Language Routine: ● MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display slide 23 Cool Down: N/A	Materials: ● 10-frames ● Counters ● Colored pencils, crayons, or markers ● Connecting cubes Centers: ● 5 frames ● Make or break apart numbers ● What’s behind my back?	Activity 1: Two Problems about Apples ○ Connecting cubes ○ Virtual connecting cubes included ○ Two-color counters ○ Virtual two-color counters included Activity 2: Yellow Apples and Red Apples ○ Gather materials from previous centers: ○ What's Behind My Back, Stage 1 ○ 5-Frames, Stages 1 and 2 ○ Make or Break Apart Numbers, Stage 1
Assessment: Section B Checkpoint	For this Checkpoint Assessment, a full checklist for observation of students can be found in the Teacher Resource Pack for this unit. The content assessed is listed below for reference.	Solve addition and subtraction story problems with 10.	
Section C: Make and break apart 10.			

Section Learning Goals:

I can find the number that makes 10 when added to the given number.

Yo puedo encontrar el número que da 10 cuando se suma al número dado.

Cluster: Know number names and the count sequence; Understand simple patterns; Count to tell the number of objects.

Section Alignments (Standards):

PK.CC.1 Count to 20.

PK.OA.2 Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.

PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

PK.CC.3 Understand the relationship between numbers and quantities to 10; 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 says the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

PK.OA.1 Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?)

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 10 : Introduce the 10-frame Student-Facing Goal: Let’s make and use 10-frames.	Warm Up Routine: - Notice and Wonder: Fingers and 5-frames Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: What do you know about this 10-frame? Cool Down: N/A	Materials: - Colored pencils, crayons, or markers - Materials from previous centers Centers: - Find the Value of Expressions - Make or Break Apart Numbers - Bingo	Activity 1: Introduce 10-frames - Glue - Scissors Activity 2: Numbers on Fingers and 10-frames - Two-color counters Activity 3: Revisit Counting Collections—Up to 10 - Counting mats - Materials from previous centers

Lesson 13 : Make 10 Student-Facing Goal: Let's make 10.	Warm Up Routine: - How Many Do You See: Fingers Up and Down (10 minutes) Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display Slide 33 Cool Down: N/A	Materials: - Connecting cubes 10-frames - Connecting cubes or counters - Materials from previous centers - Number cards 0–10 Centers: - Find the Value of Expressions - Make or Break Apart Numbers - Bingo	Activity 1: Introduce Math Fingers—Make 10 - Connecting cubes - Math Fingers Stage 4 Recording Sheet (groups of 1) - Number Mat 1–9 (groups of 2) Activity 2: Make 10 - Two-color counters - Activity 2: 10-frame (groups of 1) Activity 3: Choice Time (15 minutes) Gather materials from previous centers: - Math Fingers, Stages 1-4 - Shake and Spill, Stages 1-3 - Counting Collections, Stage 1 - Roll and Add, Stages 1 and 2
Lesson 14: Towers of 10 Student-Facing Goal: Let's figure out how many cubes are hidden.	Warm Up Routine: - What Do You Know About 10? Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: What is your favorite way to make 10? Cool Down: N/A	Materials: - Colored pencils, crayons, or markers Centers: - None; Make Fingerprint Animals in Small Groups	Activity 1: Introduce What's Behind My Back?—10 Cubes 10-frames - Colored pencils, crayons, or markers - Connecting cubes - Two-color counters Activity 2: How Many Cubes Are Hidden? 10-frames - Connecting cubes - Two-color counters Centers: Choice Time - What's Behind My Back?, Stages 1 and 2 - Math Fingers, Stages 1-4 - Shake and Spill, Stages 1-3 - Counting Collections, Stage 1 - Roll and Add, Stages 1 and 2

Assessment: Section C Checkpoint	For this Checkpoint Assessment, a full checklist for observation of students can be found in the Teacher Resource Pack for this unit. The content assessed is listed below for reference.	For any number from 1 to 9, find the number that makes 10 when added to the given number.
Vocabulary: None		
★ End of Unit 5 Assessment and Completion Date: February 11, 2027 Unidad 5 evaluación		

Unit 6 Objective: Numbers 0-20
★ End of Unit 6 Assessment and Completion Date: March 12, 2027 Unidad 6 evaluación
Section A: Count Groups of 11-20 Objects Section Learning Goals: I can count groups of up to 20 objects. Yo puedo contar grupos de hasta 20 objetos. ✓
Cluster: Know number names and the count sequence; Understand simple patterns; count to tell the number of objects; Understand addition as adding to, and understand subtraction as taking from.

Section Alignments (Standards):

PK.CC.1 Count to 20.

PK.OA.2 Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.

PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

PK.CC.3 Understand the relationship between numbers and quantities to 10; 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.

PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

PK.OA.1 Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 1 : Count larger collections of objects Student-Facing Goal: Let's figure out how many objects are in our collections.	Warm Up Routine: - Choral count Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes Display slide 24 Cool Down: N/A	Materials: 10-frames - Collections of objects - Counting mats - Connecting cubes - Materials from a previous activity - Colored pencils, crayons, or markers - Materials from previous centers Centers: - Subtraction Towers 5-frames	Activity 1: Each student needs a collection of 11-20 objects. Activity 2: - Create a pile of 4 connecting cubes to display. - Create a pile of 13 connecting cubes to display. - Students need the collections of 11-20 objects from the previous activity. Activity 3: Gather materials from: - Subtraction Towers, Stage 1 5-frames, Stages 1 and 2
Lesson 2 : Keep track of objects Student-Facing Goal: Let's figure out how many objects are in our collections.	Warm Up Routine: - Number Talk Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes Display slide 24 Cool Down: N/A	Materials: 10-frames - Collections of objects - Counting mats - Materials from a previous activity - Materials from previous centers Centers: - Number Race - Subtraction Towers	Activity 1: Each student needs a collection of 11-20 objects. Activity 2: Each student needs a collection of 11-20 objects. - Students need the 10-frames and counting mats from the previous activity. Activity 3: Gather materials from. - Number Race, Stages 1 and 2

		5-frames	- Subtraction Towers, Stage 1 5-frames, Stages 1 and 2
Lesson 3 : Count carefully Student-Facing Goal: Let’s see if we get the same number as our partner when we count the same group of objects.	Warm Up Routine: - Notice and Wonder Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display slide 24 Cool Down: N/A	Materials: - Connecting cubes 10-frames - Collections of objects - Counting mats 5-frames - Counters - Materials from previous centers - Number cards 0–10 Centers: - Number Race - Subtraction Towers 5-frames	Warm-up: Create a pile of 18 connecting cubes to display. Activity 1: Each student needs a collection of 11-20 objects. Activity 2: Create a pile of 16 connecting cubes to display. Activity 3: Before playing, remove the cards that show numbers greater than 5. - Number Race, Stages 1 and 2 - Subtraction Towers, Stage 1 5-frames, Stages 1 and 2
Lesson 4 : Does the number change? Student-Facing Goal: Let’s figure out how many objects there are when the objects are moved around.	Warm Up Routine: - Notice and Wonder Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display Slide 25 Cool Down: N/A	Materials: 5-frames and 10-frames - Collections of objects - Counting mats - Connecting cubes Centers: - Find the Pair - Number Race - Subtraction Towers	Activity 1: Each student needs a collection of 11-20 objects. Activity 2: Each student needs a collection of 11-20 objects. Activity 3: Create a tower with 16 cubes for the activity synthesis. - Find the Pair, Stage 1 - Number Race, Stages 1 and 2 - Subtraction Towers, Stage 1
Assessment: Section A Checkpoint	For this Checkpoint Assessment, a full checklist for observation of students can be found in the Teacher Resource Pack for this unit. The content assessed is listed below for reference.	Count groups of up to 20 objects. Say the count sequence to 20. Answer how many without counting again. Keep track of objects that have been counted. After a group of objects that have been counted is rearranged, know that the total number of objects remain the same without recounting.	
Section B: 10 Ones and Some More Section Learning Goals:			

I can understand numbers 11-19 as 10 ones and some more ones.

Yo puedo entender los números del 11 al 19 como 10 unidades y algunas unidades más.

Cluster: Know number names and the count sequence; Understand simple patterns; Count to tell the number of objects

Section Alignments (Standards):

PK.CC.1 Count to 20.

PK.OA.2 Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.

PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

PK.CC.3 Understand the relationship between numbers and quantities to 10; 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.

PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

PK.OA.1 Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 5: How many fingers? How many dots? Student-Facing Goal: Let’s figure out how many things there are.	Warm Up Routine: - Estimation Exporation Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display Slide 25 Cool Down: N/A	Materials: 10-frames - Counting mats - Materials from previous centers - Pattern blocks Centers: - Find the Pair - Tower Build	Activity 1: Make sure numbers 1-20 are posted in the classroom. Activity 2: Make sure numbers 1-20 are posted in the classroom. Activity 3: Each group of 2 needs around 20 pattern blocks. - Gather a group of 18 pattern blocks for the activity synthesis. - Gather materials from: - Find the Pair, Stage 1 - Tower Build, Stages 1 and 2
Lesson 6 : Fingers and 10-frames Student-Facing Goal: Let’s show numbers on our fingers and 10-frames.	Warm Up Routine: - How many do you see? Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display slide 35 Cool Down: N/A	Materials: 10-frames - Counters - Colored pencils, crayons, or markers - Connecting cubes Centers: - Grab and Count - Find the Pair - Tower Build	Activity 3: - Each group needs 1 connecting cube. - Gather materials from: - Grab and Count, Stage 1 - Find the Pair, Stage 1 - Tower Build, Stages 1 and 2

Lesson 7 : Make numbers with 10 and some more (part 1) Student-Facing Goal: Let’s make numbers with full 10-frames and some more.	Warm Up Routine: ● Choral Count Math Language Routine: ● MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display slide 20 Cool Down: N/A	Materials: ● Two-color counters ● Materials from previous centers Centers: ● Number Race ● Grab and Count ● Find the Pair ● Tower Build	Activity 1: Each student needs 1 card from the blackline master. Activity 2: Create a set of cards from the blackline master for each group of 2. Activity 3: Gather materials from: ● Number RAcе, Stages 1 and 2 ● Grab and Count, Stage 1 ● Find the Pair, Stage 1 ● Tower Build, Stages 1 and 2
Assessment: Section B Checkpoint	For this Checkpoint Assessment, a full checklist for observation of students can be found in the Teacher Resource Pack for this unit. The content assessed is listed below for reference.	Understand numbers 11–19 as 10 ones and some more ones. Count all to find the total. Know that a full 10-frame or all the fingers on two hands represents 10 without counting. Count on from 10 to find the total. Count or recognize the ones outside of the 10 ones and use a fact to find the total. Write numbers 11–19	
Section C: Count Groups of 11–20 Images Section Learning Goals: I can count groups of images up to 20. I can represent quantities up to 20 with a written number. <i>Yo puedo contar grupos de imágenes hasta 20.</i> <i>Yo puedo representar cantidades hasta 20 con un número escrito.</i>			

Cluster: Know number names and the count sequence; Understand simple patterns; Count to tell the number of objects.

Section Alignments (Standards):

PK.CC.1 Count to 20.

PK.OA.2 Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.

PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

PK.CC.3 Understand the relationship between numbers and quantities to 10; 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 says the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

PK.OA.1 Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?)

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 11 : Count Images (part 1) Student-Facing Goal: Let’s find 10 shapes and figure out how many shapes there are.	Warm Up Routine: - Choral Count Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display slide 23 Cool Down: N/A	Materials: - Colored pencils, crayons, or markers - Materials from previous centers Centers: - Find the Value of Expressions - Make or Break Apart Numbers - Bingo	Activity 3: Gather materials from: - Find the value of expressions, stage 1 - Make or break apart numbers, stages 1 and 2 - Bingo, stages 1-4
Lesson 12 : Count Images (part 2) Student-Facing Goal: Let’s figure out how many shapes there are.	Warm Up Routine: - Which one doesn’t belong Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display Slide 27 Cool Down: N/A	Materials: - Connecting cubes 10-frames - Connecting cubes or counters - Materials from previous centers - Number cards 0–10 Centers: - Find the Value of Expressions - Make or Break Apart Numbers - Bingo	Activity 3: Gather materials from: - Find the value of expressions, stage 1 - Make or break apart numbers, stages 1 and 2 - Bingo, stages 1-4
Lesson 13: Fingerprint Animals	Warm Up Routine:	Materials:	Activity 1:

Student-Facing Goal: Let’s make a fingerprint animal book.	- How many do you see? Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display slides 17, 18, and 19 Cool Down: N/A	- Colored pencils, crayons, or markers Centers: - None; Make Fingerprint Animals in Small Groups	- Cut each blackline master in half. Each group of 3 needs 9 half-sheets. - Each group of 3 needs an ink pad
Assessment: Section C Checkpoint	For this Checkpoint Assessment, a full checklist for observation of students can be found in the Teacher Resource Pack for this unit. The content assessed is listed below for reference.	Count groups of up to 20 images. Keep track of images that have been counted. Identify a group of 10 images in a group of 11–19 images. Count all to find the total. Count on from 10 to find the total. Write numbers 11–20.	
Vocabulary: None			
★ End of Unit 6 Assessment and Completion Date: March 12, 2027 Unidad 6 evaluación			

Unit 7 Objective: Solid Shapes All Around Us
★ End of Unit 7 Assessment and Completion Date: May 7, 2027 Unidad 7 evaluación
Section B: Describe, Compare, and Create Solid Shapes

Section Learning Goals:

I can compare the weight and capacity of objects.

I can compose shapes from smaller shapes.

I can describe and compare three-dimensional shapes.

Yo puedo comparar el peso y la capacidad de los objetos.

Yo puedo componer formas a partir de formas más pequeñas.

Yo puedo describir y comparar formas tridimensionales.

Cluster: Know number names and the count sequence; Count to tell the number of objects; Compare; Explore and create two and three-dimensional objects; Compare; Understand addition as adding to, understand subtraction as taking from; Describe and compare measurable attributes; Sort objects and count the number of objects in each category.

Section Alignments (Standards):

PK.CC.1 Count to 20.

PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

PK.CC.5 Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1: up to 5 objects)

PK.G.4 Create and build shapes from components (e.g., sticks and clay balls).

PK.OA.1 Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).

PK.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.

PK.G.2 Correctly name shapes regardless of size.

PK.G.3 Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities,

PK.MD.1 Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).

PK.MD.2 Sort objects into categories; count the numbers of objects in each category. 1 (limit category counts to be less than or equal to 10)

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 7 : Flat and solid shapes	Warm Up Routine:	Materials: Clay	Activity 1: Each student needs a piece of clay.

Student-Facing Goal: Let's build shapes with clay	- Which one doesn't belong? Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display slide 22 Cool Down: N/A	- Geoblocks - Solid shapes - Materials from previous centers Centers: - Counting Collections - Match Mine - Shake and Spill	- Gather a cone and cylinder to display. Activity 2: Each group of 2 needs a set of solid shapes and a set of cards. Activity 3: Gather materials from: - Counting Collections, Stage 1 - Match Mine, Stage 1 - Shake and Spill, Stages 1-4
Lesson 8: Compare weight Student-Facing Goal:s. Let's figure out which object is heavier and which is lighter.	Warm Up Routine: - Notice and Wonder Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display slide 20 Cool Down: N/A	Materials: - Materials from previous centers Centers: - Counting Collections - Match Mine - Shake and Spill	Activity 1: - Prepare 2 boxes, one filled with books, labeled "1" and one empty box labeled "2." - Prepare 2 closed bags, one containing a few crayons, labeled "1 and one filled with rocks or other heavy objects, labeled "2." Activity 2: Gather assorted classroom objects for students to compare. Activity 3: Gather materials fro: - Counting Collections, Stage 1 - Match Mine, Stage 1 - Shake and Spill, Stages 1-4
Lesson 9: Compare Capacity Student-Facing Goal: Let's compare objects to see which one holds more.	Warm Up Routine: - Choral Count Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display slide 20 and 21 Cool Down: N/A	Materials: - Containers of different sizes - Sticky notes - Materials from previous centers Centers: - Counting Collections - Match Mine - Shake and Spill	Activity 1: - Gather a larger pitcher and a small cup to display during the launch. - Gather 2 cups with capacities that are not easy to compare visually, such as a tall stemmed glass and a short, wide cup for the activity. Activity 2: - Each group of 4 students needs 2 cups or containers and a tall, thin container. - Each group of 4 students needs 1 small paper cup, a container filled with water, and a plastic or foil tray. Activity 3: Gather materials from: - Counting Collections, Stage 1 - Match Mine, Stage 1 - Shake and Spill, Stages 1-4
Lesson 10: Identify and describe solid shapes Student-Facing Goal: Let's make and describe solid shapes.	Warm Up Routine: - Number Talk Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display slide 36	Materials: - Clay - Geoblocks - Materials from a previous lesson - Solid shapes - Materials from previous centers Centers:	Activity 1: - Each group of 2 students needs solid shapes and a set of Flat Shapes Cards from a previous lesson. - Gather a ball, a can, a number cube, and an ice cream cone and cut out 1 set of Examples of Flat Shapes cards to display.

	Cool Down: N/A	• Geoblocks • Counting Collections • Match Mine • Shake and Spill	Activity 2: Each group of 2 students needs 4-6 different solid shapes. Activity 3: Gather materials from: • Geoblocks, Stages 1-3 • Counting Collections, Stage 1 • Match Mine, Stage 1 • Shake and Spill, Stages 1-4
Lesson 11: Compare and sort solid shapes Student-Facing Goal: Let's figure out how solid shapes are alike and different.	Warm Up Routine: • What do you know about ____? Math Language Routine: • MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display slides 21, 22, and 23. Cool Down: N/A	Materials: • Geoblocks • Solid shapes • Materials from a previous activity • Bags • Materials from previous centers Centers: • Counting Collection • Match Mine • Shake and Spill	Warm-up: Gather a cylinder to display. Activity 1: • Each group of 2 students needs at least 6-8 solid shapes. • Gather a cone, a cube, and two different cylinders to display in the activity synthesis. Activity 2: Each group of 2 students needs at least 6-8 solid shapes from the previous activity. Activity 3: Place 4-6 different solid shapes into a bag that is not see-through for each group of 2 students. • Gather materials from: • Counting Collections, Stage 1 • Match Mine, Stage 1 • Shake and Spill, Stages 1-4
Lesson 12: Build solid shapes Student-Facing Goal: • Let's create solid shapes.	Warm Up Routine: • Notice and Wonder Math Language Routine: • MLR7 Compare and connect Lesson Synthesis: 10 Minutes, Display slides 21 and 22 Cool Down: N/A	Materials: • Connecting cubes • Clay • Geoblocks • Solid shapes • Sticks • Materials from previous centers Centers: • Build Shapes • Geoblocks • Counting Collections • Match Mine • Shake and Spill	Warm-up: Gather and sort solid shapes in 2 groups to display: 4 rectangular prisms, including a cube, in one group and 4 other solid shapes in another group. Activity 1: • Gather a variety of rectangular prisms, including cubes, to display. • Use connecting cubes to create a shape that is not a rectangular prism during the activity synthesis, similar to this image. Activity 2: Each group of 2 students needs a variety of solid shapes and at least 12 sticks in 2 different lengths. Activity 3: Gather materials from: • Build shapes, stages 1-3 • Geoblocks, stages 1-4 • Counting collections, stage 1 • Match mine, stages 1 and 2 • Shake and spill, stages 1-4
Lesson 13: Describe solid shapes around us	Warm Up Routine: • Notice and Wonder	Materials: • Geoblocks	Activity 3: Gather materials from: • Build shapes, stages 1-3

Student-Facing Goal: Let's find solid shapes.	Math Language Routine: MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display slides 21 and 22 Cool Down: N/A	- Solid shapes - Clay - Materials from previous centers Centers: - Build Shapes - Geoblocks - Counting Collections - Match Mine - Shake and Spill	- Geoblocks, stages 1-4 - Counting collections, stage 1 - Match mine, stages 1 and 2 - Shake and spill, stages 1-4
Lesson 14: Compose with solid shapes Student-Facing Goal: Let's build with solid shapes.	Warm Up Routine: - Number Talk Math Language Routine: - MLR2 Collect and display Lesson Synthesis: 10 Minutes, Display slide 26 Cool Down: N/A	Materials: - Geoblocks - Solid shapes - Folders - Materials from previous centers Centers: - Build Shapes - Geoblocks - Counting Collections - Shake and Spill	Activity 2: Create a building with 6-8 solid shapes to display and have a way to hide it from students' view. Activity 3: Gather materials from: - Build shapes, stages 1-3 - Geoblocks, stages 1-4 - Counting collections, stage 1 - Shake and spill, stages 1-4
Lesson 15: Build and count with solid shapes Student-Facing Goal: Let's build with and count solid shapes.	Warm Up Routine: - Estimation Exploration Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display slide 24 Cool Down: N/A	Materials: 10-frames - Connecting cubes - Geoblocks - Solid shapes - Materials from previous centers Centers: - Build Shapes - Geoblocks - Counting Collections - Match Mine - Shake and Spill	Warm-up: make a tower with 16 connecting cubes. Activity 2: Each group of 4 students need 6 cubes, 6 cylinders, and 6 cones. Activity 3: Gather materials from: - Build shapes, stages 1-3 - Geoblocks, stages 1-4 - Counting collections, stage 1 - Match mine, stages 1 and 2 - Shake and spill, stages 1-4
Lesson 16: Represent the classroom with shapes Student-Facing Goal: Let's use shapes to make a model of our classroom.	Warm Up Routine: - Choral Count Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes, Display slide 21 Cool Down: N/A	Materials: - Geoblocks - Solid shapes - Materials from previous centers Centers: - Build Shapes - Geoblocks - Counting Collections - Match Mine - Shake and Spill	Gather materials from: - Build shapes, stages 1-3 - Geoblocks, stages 1-4 - Counting collections, stage 1 - Match mine, stages 1 and 2 - Shake and spill, stages 1-4

Assessment: Section B Checkpoint	For this Checkpoint Assessment, a full checklist for observation of students can be found in the Teacher Resource Pack for this unit. The content assessed is listed below for reference.	Describe and compare three-dimensional shapes. Compare weight and capacity of objects. Compose shapes from smaller shapes. Distinguish between flat and solid shapes. Use their own language to describe and compare attributes of solid shapes. Use comparison language to describe the weight or capacity of objects. Build solid shapes from components. Put solid shapes together to compose new shapes. Use positional words to describe the locations of solid shapes.
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Vocabulary: Cone, Cube, Cylinder, Sphere

★ End of [Unit 7 Assessment](#) and Completion Date: May 7, 2027

[Unidad 7 evaluación](#)

Unit 8 Objective: Putting It All Together

★ End of [Unit 8 Assessment](#) and Completion Date: May 27, 2027

[Unidad 8 evaluación](#)

[TK Spring Pre & Post Math Assessment](#)

Section A:

Section Learning Goals:

I can count and compare groups of objects and images

I can represent and write numbers up to 20

Yo puedo contar y comparar grupos de objetos e imágenes.

Yo puedo representar y escribir números hasta el 20

Cluster: Understand Simple Patterns; Know number names and the count sequence; Count to tell the number of objects; compare; Understand addition as adding to, and understand subtraction as taking from.

Section Alignments (Standards):

PK.OA.2 Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.

PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

PK.CC.3 Understand the relationship between numbers and quantities to 10; 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 says the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

PK.CC.5 Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1: up to 5 objects)

PK.OA.1 Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 1 : Sort, count, and compare groups of objects Student-Facing Goal: Let’s figure out which group has more objects.	Warm Up Routine: - Choral Count Math Language Routine: - MLR8 Discussion Supports	Materials: - Bags - Collections of objects - Materials from a previous activity - Materials from previous centers Centers:	Activity 1: Each student needs a bag with 2 different colored beads or other objects, with up to 10 of each color. Activity 2: Students need the bags of beads and their representations from the previous activity.

	Lesson Synthesis: 10 Minutes display slide 22 Cool Down: N/A	• Less, Same, More • Math Fingers • Tower Build • Math Stories • Which One	Activity 3: Gather materials from: • Less, Same, More • Math Fingers • Tower Build • Math Stories • Which One
Lesson 2: Count and compare collections Student-Facing Goal: Let's count and compare collections.	Warm Up Routine: • How Many Do You See? Math Language Routine: • MLR8 Discussion Supports Lesson Synthesis: 10 Minutes display slide 26 Cool Down: N/A	Materials: • 10-frames • Collections of objects • Materials from a previous activity • Materials from previous centers Centers: • Less, Same, More • Math Fingers • Tower Build • Math Stories • Which One	Activity 1: Each student needs a collection of 11-20 objects. Activity 2: Students need their collection of objects and representations from the previous activity. Activity 3: Gather materials from: • Less, Same, More • Math Fingers • Tower Build • Math Stories • Which One
Lesson 3: Count to add and subtract Student-Facing Goal: Let's solve story problems.	Warm Up Routine: • Choral Count Math Language Routine: • MLR8 Discussion Supports Lesson Synthesis: 10 Minutes display slide 25 Cool Down: N/A	Materials: • 10-frames • Connecting cubes • Materials from previous centers Centers: • Less, Same, More • Math Fingers • Math Stories • Tower Build • Which One?	For Centers, Choice Time, Gather Materials from: • Less, Same, More • Math Fingers • Math Stories • Tower Build • Which One?
Lesson 4 : One more and one less Student-Facing Goal: Let's find 1 more or 1 less	Warm Up Routine: • How many do you see? Math Language Routine: • MLR8 Discussion Supports Lesson Synthesis: 10 Minutes display slide 33 Cool Down: N/A	Materials: • Connecting cubes • Two-color counters • Colored pencils, crayons, or markers • Materials from a previous activity • Materials from previous centers Centers: • Less, Same, More • Math Fingers • Tower Build • Math Stories • Which One	Activity 1: Each group of 2 needs 1 connecting cube and at least 20 two-color counters. Activity 2: Each group of 2 needs the number mat, two-color counters, and the connecting cube from the previous activity. Each group of 2 also needs crayons and a copy of the 1 more, 1 less mat. Activity 3: Gather materials from: • Less, Same, More • Math Fingers • Math Stories • Tower Build • Which One?
Lesson 5 : Order numbers 1-20 Student-Facing Goal: Let's think about the order of numbers 1-20.	Warm Up Routine: • Choral Count Math Language Routine: • MLR8 Discussion Supports	Materials: • Materials from previous centers Centers: • Less, Same, More • Math Fingers • Math Stories	Activity 1: Create a set of cards from the blackline master for each group of 4. Activity 2: Each group of 2 needs one card from the blackline master. Display large numbers 1 to 20 around the room. The numbers may be displayed in order,

	Lesson Synthesis: 10 Minutes display slide 21 Cool Down: N/A	• Tower Build • Which One?	or the sequence of numbers can be mixed up for more of a challenge. Activity 3: Gather materials from: • Less, Same, More • Math Fingers • Math Stories • Tower Build • Which One?
Assessment: Section A Checkpoint	Teacher Checklist • Count and compare groups of objects and images. • Represent and write numbers up to 20.		
Section B: Math In Our School Section Learning Goals: I can represent and write quantities and numbers up to 20 Yo puedo representar y escribir cantidades y números hasta el 20 Cluster: Understand Simple Patterns; Know number names and the count sequence; Count to tell the number of objects; compare; Understand addition as adding to, and understand subtraction as taking from. Section Alignments (Standards): PK.OA.2 Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects. PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects). PK.CC.3 Understand the relationship between numbers and quantities to 10; 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 says the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects. PK.CC.5 Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1: up to 5 objects) PK.OA.1 Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).			
Lesson and Student- facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:

Lesson 6 : Create number books (part 1) Student-Facing Goal: Let's find things to count at our school.	Warm Up Routine: ● Notice and Wonder Math Language Routine: ● MLR8 Discussion Supports Lesson Synthesis: 10 Minutes display slide 20 Cool Down: N/A	Materials: ● Clipboards and Paper Centers: ● Picture Books ● Find the Pair ● Math Stories ● Build Shapes ● Make or Break Apart Numbers	Activity 1: Gather a variety of number books for the class to look through. Activity 3: Gather materials from: ● Picture Books ● Find the Pair ● Math Stories ● Build Shapes ● Make or Break Apart Numbers
Lesson 7 : Create number books (part 2) Student-Facing Goal:s. Let's make a number book about our school.	Warm Up Routine: ● How many do you see? Math Language Routine: ● MLR8 Discussion Supports Lesson Synthesis: 10 Minutes display slide 24 Cool Down: N/A	Materials: ● Colored pencils, crayons, or markers ● Materials from a previous activity Centers: ● Picture Books ● Find the Pair ● Math Stories ● Build Shapes ● Make or Break Apart Numbers	Activity 1: Assemble a number book for each student by copying and stapling the pages in the blackline master. Activity 2: Students need the number book that they created in the previous activity.
Lesson 8: Find someone who, find something that Student-Facing Goal: Let's learn more about our classmates and our classroom.	Warm Up Routine: ● Which one doesn't belong? Math Language Routine: ● MLR8 Discussion Supports Lesson Synthesis: 10 Minutes display slide 17 Cool Down: N/A	Materials: ● Clipboards ● 10-frames ● Geoblocks ● Solid shapes Centers: ● 10-Frames ● Geoblocks ● Solid Shapes	Activity 1: Find Someone Who Gather: ● Clipboards ● Find Someone Who Recording Sheet (groups of 1) Activity 2: Find Something At Gather: ● 10-Frames ● Geoblocks ● Solid Shapes
Lesson 9: Where's the Math? Student-Facing Goal: Let's ask and answer math questions about our school community.	Warm Up Routine: ● What do you know about ____? Math Language Routine: ● MLR8 Discussion Supports Lesson Synthesis: 10 Minutes display slide 16 Cool Down: N/A	Materials: ● Clipboards ● Paper ● Materials from Previous Centers Centers: ● 10-frames ● Connecting cubes ● Geoblocks ● Pattern blocks ● Solid shapes ● Two-color counters	Activity 2: Students need access to all math tools that they have used throughout the year.
Lesson 10: Tell Stories about our school Student-Facing Goal: Let's tell math stories about our school.	Warm Up Routine: ● Notice and Wonder Math Language Routine: ● MLR8 Discussion Supports Lesson Synthesis: 10 Minutes display slide 19 Cool Down: N/A	Materials: ● Clipboards ● Paper ● Materials from previous centers Centers: ● Build Shapes ● Find the Pair ● Make or Break Apart Numbers ● Math Stories	Activity 3: Gather materials from: ● Build Shapes ● Find the Pair ● Make or Break Apart Numbers ● Math Stories ● Picture Books

		Picture Books	
Lesson 11: Share story problems Student-Facing Goal: Let's share and solve our story problems.	Warm Up Routine: - Number Talk Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes display slide 19 Cool Down: N/A	Materials: - Connecting cubes or two-color counters - Tools for creating a visual display Centers: - None; Create Posters for Story Problems in Small Groups	Activity 1: - Connecting cubes or two-colored counters - Tools for creating a visual display

Assessment: Section B Checkpoint	Teacher Checklist - Represent and write quantities and numbers up to 20. - Count, read, and write numbers up to 20. - Use objects, drawings, numbers, words, and expressions or equations to represent quantities up to 20.
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Section C: Fluency Within 5

Section Learning Goals:

I can fluently add and subtract within 5.

Yo puedo sumar y restar con fluidez hasta 5.

Cluster: Understand Simple Patterns; Know number names and the count sequence; Count to tell the number of objects; compare; Understand addition as adding to, and understand subtraction as taking from.

Section Alignments (Standards):

PK.OA.2 Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.

PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

PK.CC.3 Understand the relationship between numbers and quantities to 10; 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 says the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

PK.CC.5 Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1: up to 5 objects)

PK.OA.1 Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).

Lesson and Student- facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 12: Make dot images Student-Facing Goal: Let's make our own groups of dots.	Warm Up Routine: - How many do you see? Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes display slide 28 Cool Down: N/A	Materials: - Colored pencils, crayons, or markers - Materials from a previous activity - Materials from previous centers Centers: 5-frames - Bingo - Find the Value of Expressions - Geoblocks - Roll and Add	Activity 1: Create a set of cards from the blackline master for each student. Activity 2: Each student needs the dot image cards from the previous activity. Activity 3: Gather materials from: 5-frames - Bingo - Find the Value of Expressions - Geoblocks - Roll and Add
Lesson 13: Dominoes to 5 Student-Facing Goal: Let's sort different ways to make numbers to 5.	Warm Up Routine: - Notice and Wonder Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes display slide 22 Cool Down: N/A	Materials: - Materials from a previous activity - Materials from previous centers Centers: 5-frames - Bingo - Find the Value of Expressions - Geoblocks - Roll and Add	Activity 1: Create a set of domino cards from the blackline master for each group of 2. If actual dominoes are available, give students the dominoes which show a total of 5 or less. Activity 2: Each group of 2 needs the domino cards from the previous activity. Activity 3: Gather materials from: 5-frames - Bingo - Find the Value of Expressions - Geoblocks - Roll and Add
Lesson 14: Sort and color expressions and images within 5. Student-Facing Goal: Let's practice adding and subtracting.	Warm Up Routine: - Choral Count Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes display slide 20 Cool Down: N/A	Materials: - Colored pencils, crayons, or markers - Materials from previous centers Centers: 5-frames - Roll and Add - Bingo - Geoblocks - Find the Value of Expressions	Activity 2: Create a set of cards from the blackline master for each group of 2. Activity 3: Gather materials from: 5-frames - Roll and Add - Bingo - Geoblocks - Find the Value of Expressions
Lesson 15: Addition and Subtraction expressions within 5. Student-Facing Goal: Let's add and subtract within 5.	Warm Up Routine: - Which one doesn't belong? Math Language Routine: - MLR8 Discussion Supports	Materials: - Materials from a previous lesson - Materials from previous centers Centers: 5-frames - Roll and Add	Activity 1: Each student needs one card from the Expression Cards set used in a previous lesson. Label each corner of the classroom with a large number: 2, 3, 4 and 5. Activity 2: Each group of 2 needs a set of Expression Cards from a previous lesson.

	Lesson Synthesis: 10 Minutes Display slide 22 Cool Down: N/A	● Bingo ● Geoblocks ● Find the Value of Expressions	Activity 3: Gather materials from: ● 5-frames ● Roll and Add ● Bingo ● Geoblocks ● Find the Value of Expressions
Lesson 16: Parts to make 5. Student-Facing Goal: Let’s find the missing part.	Warm Up Routine: ● How many do you see? Math Language Routine: ● MLR8 Discussion Supports Lesson Synthesis: 10 Minutes display slide 31 and 32 Cool Down: N/A	Materials: ● Cups ● Two-color counters ● Connecting cubes or two-color counters ● Materials from previous centers Centers: ● 5-frames ● Roll and Add ● Bingo ● Geoblocks ● Find the Value of Expressions	Activity 3: Gather materials from: ○ 5-frames ○ Roll and add ○ Bingo ○ Geoblocks ○ Find the value of Expressions
Assessment: Section C Checkpoint	Teacher Checklist ● Count all to find the sum. ● Use knowledge of the count sequence to find certain sums. ● Know certain sums.		
Section D: All About 10			
Section Learning Goals: I can use understanding of 10 to work with numbers to 20. <i>Yo puedo usar la comprensión de 10 para trabajar con números hasta 20.</i>			
Cluster: Understand Simple Patterns; Know number names and the count sequence; Count to tell the number of objects; compare; Understand addition as adding to, and understand subtraction as taking from.			
Section Alignments (Standards): PK.OA.2 Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects. PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).			

PK.CC.3 Understand the relationship between numbers and quantities to 10; 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 says the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

PK.CC.5 Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1: up to 5 objects)

PK.OA.1 Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 17 : Make and Break apart 10 Student-Facing Goal: Let’s look for groups that make 10.	Warm Up Routine: - Estimation Exploration Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes display slide 24 Cool Down: N/A	Materials: - Pipe cleaners - Materials from a previous activity - Materials from previous centers Centers: - Shake and Spill - Number Race - Grab and Count - What's Behind My Back? - Pattern Blocks	Activity 1: Each student needs a pipe cleaner and 10 beads, 5 beads of one color nad 5 beads of another color. Activity 2: Each student needs the bead tool that they created in the previous activity. Activity 3: Gather materials from: - Shake and spill - Number race - Grab and count - What’s behind my back? - Pattern blocks
Lesson 18 : All the ways to make 10 Student-Facing Goal: Let’s find all the ways to make 10.	Warm Up Routine: - Number Talk Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes display slide 28 Cool Down: N/A	Materials: 10-frames - Connecting cubes or two-color counters - Materials from a previous lesson - Materials from a previous activity - Materials from previous centers Centers: - Shake and Spill - Number Race - Grab and Count - What's Behind My Back? - Pattern Blocks	Activity 1: Students can use their bead tool from a previous lesson. Activity 2: Students can use their bead tool from a previous lesson. - Create a char displaying solutions to be used during the lesson synthesis. Activity 3: Gather materials from: - Shake and spill - Number race - Grab and count - What’s behind my back? - Pattern blocks
Lesson 19: Find the number that makes 10 Student-Facing Goal: Let’s add to make 10.	Warm Up Routine: - How many do you see? Math Language Routine: - MLR8 Discussion Supports Lesson Synthesis: 10 Minutes display slide 28 Cool Down: N/A	Materials: 10-frames - Colored pencils, crayons, or markers - Connecting cubes or two-color counters - Materials from a previous lesson - Materials from previous centers Centers: - Shake and Spill	Activity 1: Students can use their bead tool from a previous lesson. Activity 2: Students can use their bead tool from a previous lesson. Activity 3: Gather materials from: - Shake and spill - Number race - Grab and count

		• Number Race • Grab and Count • What's Behind My Back? • Pattern Blocks	• What's behind my back? • Pattern blocks
Lesson 20: More or less than 10? Student-Facing Goal: Let's decide if there are more or fewer than 10 things in a group.	Warm Up Routine: • Estimation Exploration Math Language Routine: • MLR8 Discussion Supports Lesson Synthesis: 10 Minutes display slide 27 Cool Down: N/A	Materials: • Materials from previous centers Centers: • Shake and Spill • Number Race • Grab and Count • What's Behind My Back? • Pattern Blocks	Activity 3: Gather materials from: • Shake and spill • Number race • Grab and count • What's behind my back? • Pattern blocks
Lesson 21: Compose and decompose numbers 11-19 Student-Facing Goal: Let's make groups of 10.	Warm Up Routine: • Which one doesn't belong? Math Language Routine: • MLR8 Discussion Supports Lesson Synthesis: 10 Minutes display slide 25 Cool Down: N/A	Materials: • Collections of objects • 10-frames • Connecting cubes or two-color counters • Materials from a previous lesson • Materials from previous centers Centers: • Shake and Spill • Number Race • Grab and Count • What's Behind My Back? • Pattern Blocks	Activity 1: Each group of 2 needs access to at least collections of 11-19 objects. Activity 2: students can use their bead tool from a previous lesson. Activity 3: Gather materials from: • Shake and spill • Number race • Grab and count • What's behind my back? • Pattern blocks
Assessment: Section D Checkpoint	Teacher Checklist • Given a number, find how many more are needed to make 10. • Use 10 as a benchmark to estimate and count. • Use 10 as a benchmark to compose and decompose numbers in different ways • Relate equations to compositions and decompositions of numbers.		
Vocabulary: None			
★ End of Unit 8 Assessment and Completion Date: May 27, 2027 Unidad 8 evaluación			

TK Spring Pre & Post Math Assessment

June 1-12 review any of the previous concepts.