

Mathematics			
<i>Essential Skill Component</i>	<i>Standard</i>	<i>Mathematical Practices</i>	<i>Quarterly Focus</i>
Mathematical Reasoning			
		Mathematical Practices	What it looks and sounds like during instruction
Applies strategies to show mathematical thinking		1-Make sense of problems and persevere in solving them 2-Reason abstractly and quantitatively 3-Construct viable arguments and critique the reasoning of others 4-Model with mathematics 5-Use appropriate tools strategically 6-Attend to precision 7-Look for and make use of structure 8-Look for and express regularity in repeated reasoning	1. Works hard to solve problems and ask does this make sense? 2. Knows numbers represents quantity 3. Explains to answer the how? and why? 4. Uses manipulatives, drawings, and/or acting out to represent problems in everyday life. 5. Uses manipulatives as tools to solve problems. 6. Develops mathematical communication skills using age-appropriate vocabulary. 7. Breaks complicated things into simple. 8. Notices repetition in patterns, counting, and computations.
Counting and Cardinality			
Counts aloud by 1's and 10's	K.CC.1 K.CC.2	K.MP.5 K.MP.8	*Practices the counting sequence aloud Focus on 0-50. *Begins to count from a given number in the 1-15 range.
Sequences numbers	K.CC.2	K.MP.5 K.MP.6 K.MP.7 K.MP.8	*Demonstrates an understanding and applies the concept of sequencing numbers. Focus on 0-10.
Writes numbers in order	K.CC.3	K.MP.5 K.MP.6 K.MP.7 K.MP.8	*Writes numerals in order Focus on 0-10.
Recognizes and names numbers	K.CC.3	K.MP.8	*Identifies and name numerals. Focus on 0-15.
Counts to tell the number of objects	K.CC.3 K.CC.4a K.CC.4b K.CC.4c K.CC.5	K.MP.5 K.MP.6	*Count objects accurately in a line or scattered using one to one correspondence. (how many?) *Demonstrates the understanding that the last number name said tells the number of objects. *Demonstrates an understanding that a number represents an amount of object by matching a numeral from 0-10 with a set. *Begins to count on when counting objects, does not start at one every time. Focus on 0-10.

Compares sets of objects to tell more, less or equal	K.CC.6 K.CC.7	K.MP.2 K.MP.3 K.MP.5 K.MP.6	*Demonstrate an understanding of more, less, and same using sets with or without numerals. Vocab: compare, less than, greater than, equal
Operations and Algebraic Thinking			
Applies knowledge of addition	K.OA.1 K.OA.2 K.OA.3	K.MP.1 K.MP.2 K.MP.3 K.MP.4 K.MP.5 K.MP.6 K.MP.7 K.MP.8	*Introduce the concept of addition by using vocabulary and activities such as: acting out/showing two groups and combining them. (Two fingers on one hand and three on the other-how many altogether.) *Use manipulatives to demonstrate adding to a set. (Not procedural problems but truly understanding the concept of putting things together). Problems involve action. *Taking a number 0-10 and thinking of it as two parts (decomposing) such as using number bonds with manipulatives (not numerals). *Participates in solving everyday word problems such as routine classroom situations (number of students, amounts of materials, lunch count). Focus on addition within 5. Vocab: add, plus, equal Not reported out.
Applies knowledge of subtraction	K.OA.1 K.OA.2	K.MP.1 K.MP.2 K.MP.3 K.MP.4 K.MP.5 K.MP.6 K.MP.7 K.MP.8	*Introduce the concept of subtraction by using vocabulary and activities such as using manipulatives to demonstrate taking apart or taking away from sets. (Not procedural problems but truly understanding the concept of taking apart or taking from to show subtraction) Problems involve action. *Participates in solving everyday word problems such as routine classroom situations (attendance, lunch count, materials needed). Focus on subtraction to 5. Vocab: subtract, , minus, equal Not reported out.
Number Sense and Operations in Base Ten			
Measurement and Data			

Classifies objects and counts the number in each category	K.MD.3	K.MP.1 K.MP.5	*Sorts objects by shapes, color, or size into predetermined categories or categories of choice. Vocab: compare, sort
Describes and compares measurable attributes (e.g., height, weight, length)	K.MD.1	K.MP.1 K.MP.5 K.MP.6 K.MP.7 K.MP.8	*Begins to use measurement words such as short-long, heavy-light, tall-short, more, less. Vocab: more, less, compare, weight, height, length, measure Not reported out.
Geometry			
Identifies, compares and describes 2D shapes (circle, rectangle, triangle, square, hexagon)	K.G.1 K.G.2 K.G.6	K.MP.3 K.MP.5	*Describes shapes or objects using positional words such as in front of, behind, next to, above, below, and beside. *Identifies shapes regardless of their orientation or size. *Compose or create simple shapes to form a different or larger shape. Vocab: compare, different, similar, two-dimensional shape, corner, sides