

Unit 1: Math Is		District Formative Unit Assessment: NONE
	Suggested Manipulatives	
Shape Cards Circle	Pattern Blocks	

Instructional Skills Sequence

Optional:

- Students complete Diagnostic Assessment foRedbird. (This assessment will create their individual learning paths)
- Students complete the Math Attitude Survey
- Readiness Diagnostic How Ready Am I? (for Unit 2)
 - o Diagnose students strengths and weaknesses with rerequisite concepts and skills for the upcoming unit.
- Unit 1: Fluency Practice

Sille in rideries		
Lesson 1-1:		Resources:
	NONE	
Lesson 1-2: Math is Exploring and Thinking	Proficiency Scale:	McGraw Hill Reveal
	NONE	Lesson 1-1 to 1-6

Lesson 1-3

		Formative Assessment:
		Fluency Practice
	NONE	
Lesson 1-5: Math is Finding Patterns	Proficiency Scale: NONE	Additional Resources:
Lesson 16: Math is Ours	Proficiency Scale: NONE	See Grade1 BIG -M document for an instructional task(s) and item(s).



Unit 2: Numbers to 5

District Formative Unit Assessment: Unit 2 Assessment A (online)

Scope and Sequence of the Benchmark

MA.K.NSO.1

Develop an understanding for counting using objects in a set.

Kindergarten

MA.K.NSO.1.1

Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.

Clarification 1: Instruction focuses on developing an understanding of cardinality and one-to-one correspondence.

Clarification 2: Instruction includes counting objects and pictures presented in a line, rectangular array, circle or scattered arrangement. Objects presented in a scattered

Clarification 3: Within this benchmark, the expectation is not to write the number in word form.

- arrangement are limited to 10.
- Identifies the last number spoken tells "how many" up to 10 (cardinality)
- 5) Constructs and counts sets of objects (one to 10 and beyond)
- 6) Uses counting and matching strategies to find which is more, less than, or equal to 10.
- 7) Reads and writes some numerals one to 10 using appropriate activities.

Compare the number of objects from 0 to 20 in two groups

matching fewer greater than less than more

0







Unit 3: Numbers to 10

District Formative Unit Assessment: Unit 3 Assessment A (online)

Scope and Sequence of the Benchmark

MA.K.NSO.1

Develop an understanding for counting using objects in a set.

MA.K.NSO.2

Recite number names sequentially within 100 and develop an understanding for place value (also covered in unit 10)

Instructional Alignment for Benchmark(s) of Focus

Early Learning Developmental Standards

- Subitizes (immediately recognizes without counting) up to five objects.
- 2) Counts and identifies the

31"

3) 3.1DSub3.73.4 (mm)13

Instructional Strategies:



MA.K.NSO.1.1

The purpose of this benchmark is to help students develop an understanding of cardinality: the principle that the last number when counted in a set represents total number within the set, and that the number of objects in a set remains the same regardless of the arrangement of the se t. Additionally, this benchmark allows students to begin recognizing and writing numerals.

- f Instruction includes the use of manipulatives, pictorial representations and real
- -world contexts to provide a purpose for counting.
- f Instruction includes symbolic re presentation of numbers 0 20. (MTR.7.1)

MA.K.NSO.1.2

The purpose of this benchmark is to help students further develop the concept that counting gives the number of objects in a set and to reinforce the counting sequence. Students should count out a give number of objects, and if the counted set is rearranged or moved, students should restate the number of objects without counting.

- f Instruction includes the use of manipulatives and pictorial representations
- f Instruction may use ten -frames or similar organi zers to help students organize their counting. (MTR.5.1)
- f Instruction includes context to provide a purpose for counting. (MTR.7.1)

MA.K.NSO.1.4

The purpose of this benchmark is to develop student understanding of comparing numbers and values relative to others. This benchmark may be used to connect to the counting sequence, forwards and backwards, and to addition and subtraction as strategies to compare numbers.

- f Instructions encourage students to explain "how they know" a number is greater than, less than or equal to. (MTR.6.1)
 - o For example, a student could explain that 5 is after 3 so 5 is greater than 3. A student could also pair objects one -to-one to determine that 5 is greater than 3.
- f Instruction allows for students to compare sets and demonstrate their thinking using various strategies, such as addition and subtraction, counting on or back, and manipulatives. (MTR.2.1)
 - o For example, 7 is greater than 5 because 5 + 2 = 7 and because it is like starting at 5 and counting "5, 6, 7."
- f Instruction includes pa iring objects in two sets one -to-one, students may observe that a set has more objects when there are no more to pair with. (MTR.5.1)
- f Instruction includes the language "which is greater," "which is less," and "are they equal," to help students develop voca bulary.
- f Instruction includes comparing sets of objects as well as numbers.

MA.K.NSO.2.3

The purpose of this benchmark is to build on knowledge from comparing in MA.K.NSO.1.4 and to introduce the number line. This benchmark will deepen student understanding of the relationship between numbers, as well as provide the foundation for the number line as a strategy for operations later on.

f Instruction includes varied orientations and ranges of the number line.

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Lesson 3-7 Skill: Numbers to 10	Success Criteria: f I can identify the number that is one more	Proficiency Scale: f Counting & Comparing	CHARLO THE COUNTY Public School:
	f I can explain how to identify the number that is one more	Objects (MA.K.NSO.1)	

Lesson 3



Unit 4: Sort, Count, and Compare Objects

District Formative Unit Assessment:
Unit 4 Assessment A (online)

MA.K.DP.1

Develop an understanding for collecting, representing and comparing data

Kindergarten

MAK DP 1

Develop an understanding for collecting, representing and comparing data.

- f Clarification 1 : Instruction focuses on supporting work in counting.
- f Clarification 2: Instruction includes geometric figures that can be categorized using their defining attributes
- f Clarification 3: Within this benchmark, it is not the expectation for students to construct formal representations or graphs on their own.

First Grade

<u>In FirstGrade</u>, students will begin thinking about how they can organize information in a way that can be interpreted.

(MA.2. DP.1.1)

In FirstGrade, students will begin to understand different displays of data and the information that they can represent.

(MA.2. DP.1.2)

Instructional Strategies:

The purpose of this benchmark is to develop a foundation for statistical thinking, as well as providing a context to support the development of counting skills. (MTR.5.1)

- f Instruction reinforces the counting and comparing benchmar ks within the Number Sense and Operations strand. (MTR.5.1)
- f Instruction reinforces the identifying and sorting of figures benchmarks within the Geometric Reasoning strand. (MTR.5.1)

Key Vocabulary (may not be comprehensive) items in bold can be found in the K -5 Glossary

Common Misconceptions:

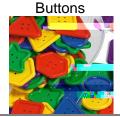
MA.K. DP.1.1

- f Students may not clearly define categories for sorting objects which may lead to inaccurate data collection as objects fit into multiple categories.
- f When students are prese nted with objects to be sorted into predefined categories, they may be frustrated that some objects don't fit into any category.

sort shape size

Suggested Manipulatives

Shapes





Instructional Skills Sequence

Optional: Readiness Diagnostic How Ready Am I?

Diagnose students' strengths and weaknesses with prerequisite concepts and skills for the upcoming unit.

Lesson 4-1 Skill: Success Criteria:

Sort Objects into Groups f I can recognize different attributes and

sort objects ines. g ()>BDC q 167.76 466.56 n. g ()>BDo.2 0 Td (s)7(.q4A8TQ.4 (sric)10-99T Q q 16 1307.8 T4 ()Q q 36.48 55004 Tc k



Unit 5: 2-Dimensional Shapes

District Formative Unit Assessment:
Unit 5 Assessment A (online)

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Identify, cosquita, remaindlassifices the scribe,

- f It is not the expectation of this benchmark to make distinctions between two f Instruction focuses on using a var]TJ ET Q q27n I

- and three -dimensional figures.





Instructional Skills Sequence Optional: Readiness Diagnostic



Unit 6: Understanding Addition

District Formative Unit Assessment:
Unit 6 Assessment A (online)

Scope and Sequence of the Benchmark

MA.K.NSO.1

Develop an understanding for counting using objects in a set.

MA.K.AR.1

Represent and solve addition problems with sums between 0 and 10 and subtraction problems using related facts.

Instructional Alignment for Benchmark(s) of Focus

Early Learning Developmental Standards

- Uses counting and matching strategies to find which is more, less than, or equal to 10.
- Explores quantities up to eight using objects, fingers, and dramatic play to solve real -world joining and separating problems.

Kindergarten

MA.K.NSO.3.1

Explore addition of two whole numbers from 0 to 10, and related subtraction facts.

- f Clarification 1: Instruction includes objects, fingers, drawings, number lines and equations.
- f Clarification 2: Instruction focuses on the connection that addition is "putting together" or "counting on" and that subtraction is "taking apart" or "taking from." Refer to Situations Involving Operations with Numbers (Appendix A).
- f Clarification 3: Within this benchmark, it is the expectation that one problem can be represented in multiple ways and understand ing how the different representations are related to each other.

MA.K.AR.1.3

Solve addition and subtraction real -world problems using objects, drawings or equations to represent the problem.

f Clarification 1: Instruction includes understanding the context of the problem, as well as the quantities within the problem.

Instructional Strategies:



MA.K.NSO.3.1

The purpose of this benchmark is to begin building strategies for addition and subtraction using skills developed through previous benchmarks; such as counting forwards and backwards, counting objects and using number lines. Procedural reliability with these same addition and subtraction facts is expected in MA.K.NSO.3.2, and automaticity is to be achieved in grade 1 (MA.1.NSO.2.1).

f Instruction encourages students to use and explore various strategies as they begin to discover which strategies are best for

them and best for given situations.



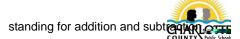
Unit 7: Understanding Subtraction

District Formative Unit Assessment:
Unit 7 Assessment A (online)

Scope and Sequence of the Benchmark

MA.K.NSO.3

f Instruction includes the use of context to provide a purpose for adding or subtracting, and to develop conceptual under (MTR.7.1)





Instructional Skills Sequence Optional: Readiness Diagnostic How Ready Am I? Diagnose students' strengths and weaknesses with prerequisite concepts and skills for the upcoming unit. Lesson 7-1 Skill: Success Criteria: Proficiency Scale: Resources: f Understand Addition and Represent Take Apart f I can represent take apart problems f I can explain how to represent take apart **Problems** Subtraction to 10 McGraw Hill Reveal problems (MA.K.AR.1) f Lesson 7-1 to 7-5 Understand Addition and Subtraction to 10 (NSO.3) Formative Assessment: Lesson 7-2 Skill: Success Criteria: Proficiency Scale: f Work Together (during a Represent and Solve f I can represent and solve take from Understand Addition and lesson) Exit Ticket (at the end of a Take from Problems Subtraction to 10 problems. lesson) f I can explain how to represent and solve (MA.K.AR.1) take from problems. Math probe (during a unit) tacA K AR 1) Leggiain Inogyanied Solve Success Criteria: Proficiency Scale: f Understand Addition and Additional Resources: Represent and Solve f I can represent and solve take from More Take from problems Subtraction to 10 f I can explain how to represent and solve See Grade KBIG-M document for an **Problems** (MA.K.AR.1) take from problems Understand Addition and instructional task(s) and item(s). Subtraction to 10 (NSO.3)

Lesson 7-4 Skill: Represent and Solve Subtraction Problems



Unit 8: Addition and Subtraction Strategies

District Formative Unit Assessment:
Unit 8 Assessment A (online)

Scope and Sequence of the Benchmark

MA.K.NSO.3

Develop an understanding of addition and subtraction operations with one

-digit whole numbers.

MA.K.AR.1

Represent and solve addition problems with sums between 0 and 10 and subtraction problems using related facts.

Instructional Alignment for Benchmark(s) of Focus

Early Learning Developmental Standards

Kindergarten

MA.NSO.3.1

Explore addition of two whole numbers from 0 -10, and related subtraction facts.

- f Clarification 1: Instruction includes objects, fingers, drawings, number lines and equations.
- f Clarification 2: Instruction focuses on the connection that addition is "putting together" or "counting on" and that subtraction is "taking apart" or "taking from." Refer to Situations Involving Operations with Numbers (Appendix A).
- f Clarification 3:
- Begin to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers, and acting out.
- Explores quantities up to eight using objects, fingers, and dramatic play to solve real -world joining and separating problems.

Instructional Strategies:

CHARLOTTE COUNTY Public School

MA.K.NSO.3.1

The purpose of this benchmark is to begin building strategies for addition and subtraction using skills developed through pre vious benchmarks; such as counting forwards and backwards, counting objects and using number lines. Procedural reliability with the se same addition and subtraction facts is expected in MA.K.NSO.3.2, and automaticity is to be achieved in grade 1 (MA.1.NSO.2.1).

subtraction facts is expected in MA.K.NSO.3.2, and automaticity is to be achieved in grade 1 (MA.1.NSO.2.1).

f Instruction encourages students to use and explore various strategies as they begin to discover which strategies are best for given situations. (MTR.5.1, MTR.2.1)

f Strategies include the use of manipulatives; the use of fingers, counting both sets separately and combining or removing, cou counting back, and using the relationship between addition an d subtraction.

f Instruction includes the use of manipulatives and pictorial representations.

f Instruction includes multiple representations of expressions and equations. (MTR.2.1)

o For example, 3+7=___ and ___=3+7.

f Instruction includes examples of all four situations for addition and subtraction as described in Appendix A .

Key Vocabulary

(may not be comprehensive) items in bold can be found in the K-5 Glossary

Equation
Expression
Number Line
count on
count
back





Instructional Skills Sequence





Unit 9: Numbers 11 to 15

MA.K.NSO.1.2

Given a number from 0 to 20, count out that many objects.

f Clarification 1 : Instruction includes giving a number verbally or with a written numeral.

MA.K.NSO.2.2

Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.

MA.K.NSO.2.3

Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.

f Clarification 1: Within this benchmark, the expectation is not to use the relational symbols =, > or

First Grade

<u>In FirstGrade</u>, students will interact with patterns found in counting.

(MA. 1.NSO.1.1)

In First Grade, students will understand that the value of a digit is impacted by its position in a number. A three in the tens place has a value of 30 while a 3 in the ones place has a value of 3.

(MA. 1.NSO.1.2)

In First Grade, students will recognize the relationship between addition and subtraction and use that relationship as a possible strategy (i.e., if 12 + 3 is 15, then 15 – 3 is 12).

(MA.1. NSO.2.2)

In First Grade, students will focus on place

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Instructional Strategies:



MA.K.NSO.1.1

The purpose of this benchmark is to help students develop an understanding of cardinality: the principle that the last number when counted in a set represents the total number within the set, and that the number of objects in a set remains the same regardless of the arrangement of the set.

Additionally, this benchmark allows students to begin recognizing and writing numerals.

- f Instruction includes the use of manipulatives, pictorial representations and real -world contexts to provide a purpose for counting. (MTR.2.1, MTR.7.1)
- f Instruction includes symbolic representation of numbers 0 20. (MTR.7.1)

MA.K.NSO.1.2

The purpose of this benchmark is to help students further develop the concept that counting gives the number of objects in a set and to reinforce the counting sequence. Students should count out a given number of objects, and if the counted set is rearranged or moved, st udents should restate the number of objects without counting.

- f Instruction includes the use of manipulatives and pictorial representations.
- f Instruction may use ten -frames or similar organizers to help students organize their counting. (MTR.5.1)
- f Instruction includes context to provide a purpose for counting. (MTR.7.1)

MA.K.NSO.2.2

The purpose of this benchmark is to help students build the foundation of place value. By decomposing and viewing a number as students can begin to use strategies for adding and subtracting in later benchmarks and grade levels as th e scale increases.

- f Instruction helps students develop the meaning of numbers beyond the conventional names.
- f Instruction focuses on multiple ways to represent numbers. (MTR.2.1)
- f Instructions build the foundation for expanded form and decomposing numbers, which can be used as a strategy for operations later. (MTR.5.1)

MA.K.NSO.2.3

The purpose of this benchmark is to build on knowledge from comparing in MA.K.NSO.1.4 and to introduce the number line. This benchmark will deepen student understanding of the re

Lesson 9-6 Skill: Make 14 and 15	Success Criteria: f I can make groups of 14 and 15 objects. f I can explain how to make groups of 14 and 15 objects.	Proficiency Scale: f Recite & Represent Number Sequence (MA.K.NSO.2)	CHARLOTTE COUNTY Public School
Lesson 9-7 Skill: Decompose 14 and 15	Success Criteria: f I can decompose groups of 14 and 15 objects. f I can explain how to decompose groups of 14 and 15 objects.	Proficiency Scale: f Recite & Represent Number Sequence (MA.K.NSO.2)	NOTES
Laccon O. 9 Skill:	Success Criteria:	Proficiency Scare Win (he8 6 158 D	

Lesson 9-8 Skill: Compare and Order Numbers to 15

Success Criteria:

f I can locate and order numbers to 15 on a number line.

f I can compare numbers to 15 on a number line using the terms greater than, less than, and equal to. .

Proficiency Scare W n (be8.6 158.DC



Unit 10: Numbers 1 6 to 20

District Formative Unit Assessment:
Unit 10 Assessment A (online)

Scope and Sequence of the Benchmark

MA.K.NSO.1

Develop an understanding for counting using objects in a set

MA.K.NSO.2

Recite number names sequentially within 100 and develop an understanding for place value Instructional Alignment for Benchmark(s) of Focus Early Learning First Grade **Developmental Standards** In First Grade, students will interact with patterns found in counting. 1) Subitizes (immediately (MA.1.NSO.1.1) recognizes without counting) up to five objects 2) Counts and identifies the number sequence "1 to 31" In First Grade, students will understand that 3) Demonstrates one-to-one the value of a digit is impacted by its correspondence when position in a number. A three in the tens place has a value of 30 while a 3 in the ones place has a value of 3. (MA.1.NSO.1.2) In First Grade, students will recognize the relationship between addition and subtraction and use that relationship as a possible strategy (i.e., if 12 + 3 is 15, then 15 - 3 is 12). (MA.1.NSO.2.2) In First Grade, students will focus on place 10. value and patterns that are found in 7) Reads and writes some numbers. numerals one to 10 using (MA.1.NSO.2.3)

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^{3:} Within this benchmark, the expectation is not to write



cardinality principle	MA (/ NOO 0 0	
	MA.K.NSO.2.2	CHARLOT COUNTY Public !
natural number whole number	 f Students may attach too much meaning to certain number names. o Example: sixteen linguistically makes sense as six and teen, or six and ten; while eleven and ten 	twolvo do not havo
equation	linguistic cues.	twelve do not have
expression	f Students may think there is only one way to represent numbers with tens and ones.	
equal sign	MA.K.NSO.2.3	
number line	f Students may assume that all number lines start at 0 or 1.	
	f \cdot When looking at number lines with hash marks, students may number the spaces between the has	sh marks instead of
	the hash marks.	
	Suggested Manipulatives	
		e4 36

e4 368e f-re f

Instructional Alignment for Benchmark(s) of Focus

Early Learning Developmental Standards

- Recognize and names twodimensional shapes (circles, square, triangle and rectangle) of different size and orientation.
- Describes, sorts and classifies twoand three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)
- Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle.)
- 4) Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)

Kindergarten

MA.K.GR.1.1

Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders Benchmark Clarification 1: Instruction includes a wide variety of circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.

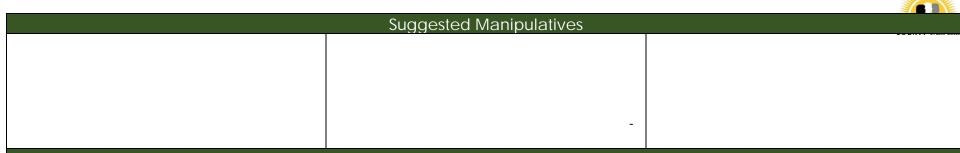
Clarification 2: Instruction includes a variety of non-examples that lack one or more defining attributes.

Clarification 3: Two-dimensional figures can be either filled, outlined or both.

First Grade

stinctions between two- and three-din ng different orientations, such as scale lat students learn these terms, but it is i

milarities and differences, and the rela-



Instructional Skills Sequence

Optional: Readiness Diagnostic How Ready Am I?

Diagnose students' strengths and weaknesses with prerequisite concepts and skills for the upcoming unit.

Lesson 11-



Unit 12: Count to 100

District Formative Unit Assessment: Unit 12 Assessment A (online)

Scope and Sequence of the Benchmark

MA.K.NSO.1

Develop an understanding for counting using objects in a set

MA.K.NSO.2

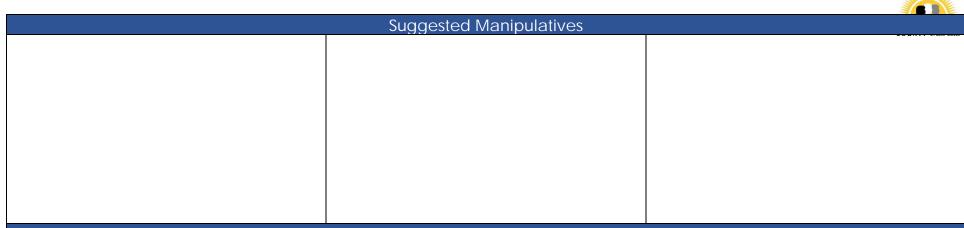
Recite number names sequentially within 100 and develop an understanding for place value

Instructional Alignment for Benchmark(s) of Focus

Early Learning
Developmental Standards

1)





Instructional Skills Sequence

Optional: Readiness Diagnostic How Ready Am I?

Diagnose students' strengths and weaknesses with prerequisite concepts and skills for the upcoming unit.

Lesson 12-1 Skill: Success Criteria:

Count 1s to 50



Unit 13: Analyze, Compare, and Compose Shapes

District Formative Unit Assessment: Unit 13 Assessment A (online)

Scope and Sequence of the Benchmark

MA.K.GR.1

Identify, compare and compose two- and three-dimensional figures.

Instructional Alignment for Benchmark(s) of Focus

Early Learning Developmental Standards

1) Recognize and names twodimensional shapes (circles,

Instructional Strategies:



MA.K.GR.1.2

The purpose of this benchmark is for students to build on their understanding of classification of two-dimensional figures by finding similarities and differences between shapes. (MTR.5.1)

Instruction includes opportunities for students to sort images based on various criteria, such as same number of sides, and figures with all straight sides. (MTR.2.1, MTR.5.1)

Instruction includes helping students describe objects based on relative positi

	Scope and Sequence of the Benchmar	k
Early Learning Developmental Standards	Instructional Alignment for Benchmark(s) of Kindergarten MA.K.M.1.1 Identify the attributes of a single object that can be measured such as length, volume or weight. Clarification 1: Within this benchmark, measuring is not required. MA.K.M.1.2 Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference. Clarification 1: To directly compare length, objects are placed next to each other with one end of each object lined up to determine which one is longer. Clarification 2: Language to compare length includes short, shorter, long, longer, tall, taller, high or higher. Language to compare volume includes has more, has less, holds more, holds less, more full, less full, full, empty, takes up more space or takes up less space. Language to compare weight includes heavy, heavier, light, lighter, weighs more or weighs less.	

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	Suggested Manipulatives			
	Connecting Cubes	Cups of different sizes Objects to compare length, height, weight, and capacity		
Instructional Skills Sequence				

Optional: