

Kindergarten GRADE K-1<sup>st</sup> Nine Weeks

**Topic 1**  
**Sorting and Classifying**  
**Timeline**

**Lesson**  
**Lesson 1-1**

**Skill**

Sort, order and classify objects by attribute and identify objects that do not belong in a particular group.

**Common Core Standards**

**CC.K.G.3** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

**Lesson 1-2**

Sort, order and classify objects by attribute and identify objects that do not belong in a particular group. Sort plane figures into groups, name and describe the attributes of the shapes (such as number of sides and corners (vertices). Sort solid figures into groups, name and describe the attributes of the shapes. Sort objects into sets and describe how the objects were sorted.

**CC.K.G.3** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

**Lesson 1-3**

Sort objects in different ways.

**CC.K.MD.3** Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

**Lesson 1-4**

Sort objects into sets and describe how the objects were sorted. Sort, order and classify objects by attribute and identify objects that do not belong in a particular group. Sort plane figures into groups, name and describe the attributes of the shapes (such as number of sides and corners (vertices). Sort solid figures into groups, name and describe the attributes of the shapes.

**CC.K.MD.3** Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

**Lesson 1-5**

Sort, order and classify objects by attribute and identify objects that do not belong in a particular group.

**CC.K.G.3** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

**Additional Resources**

See [www.techcoachcorner.org](http://www.techcoachcorner.org)  
 ► Click on "Curriculum Links"  
 ► Go to the heading 'Mathematics'  
 ► Everything from Envisions is there along with plenty of additional web-based resources from which to choose

**Kindergarten Timeline-  
 1<sup>st</sup> Nine Weeks  
 Topic 2  
 Position and Location**

Lesson	Skill	Common Core Standard
<b>Lesson 2-1</b>	Identify positions (such as beside, inside, outside, above, below, between, on, over, under, near, far, forward, backward, top, middle, bottom, left, right) using models, illustrations, and stories	<b>CC.K.G.1</b> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
<b>Lesson 2-2</b>	Identify positions (such as beside, inside, outside, above, below, between, on, over, under, near, far, forward, backward, top, middle, bottom, left, right) using models, illustrations, and stories.	<b>CC.K.G.1</b> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
<b>Lesson 2-3</b>	Identify positions (such as beside, inside, outside, above, below, between, on, over, under, near, far, forward, backward, top, middle, bottom, left, right) using models, illustrations, and stories.	<b>CC.K.G.1</b> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
<b>Lesson 2-4</b>	Identify positions (such as beside, inside, outside, above, below, between, on, over, under, near, far, forward, backward, top, middle, bottom, left, right) using models, illustrations, and stories.	<b>CC.K.G.1</b> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

**Lesson 2-5**

Identify positions (such as beside, inside, outside, above, below, between, on, over, under, near, far, forward, backward, top, middle, bottom, left, right) using models, illustrations, and stories.

**CC.K.G.1** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

**Lesson 2-6**

Identify positions (such as beside, inside, outside, above, below, between, on, over, under, near, far, forward, backward, top, middle, bottom, left, right) using models, illustrations, and stories.

**CC.K.G.1** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

**Kindergarten Timeline**

**Lesson**

**Skill**

**Common Core Standard**

1<sup>st</sup> Nine Weeks  
Topic 3 Patterns

**Lesson 3-1**

Name, copy, and extend patterns.

**CC.K.CC.2** Know number names and the count sequence. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

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**CC.K.CC.2** Know number names and the count sequence. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

**Lesson 3-3**

Name, copy, and extend patterns.

**CC.K.CC.2** Know number names and the count sequence. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

**Lesson 3-4**

Name, copy, and extend patterns.

**CC.K.CC.2** Know number names and the count sequence. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

**Lesson 3-5**

Name, copy, and extend patterns.

1).

**CC.K.CC.2** Know number names and the count sequence. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

**Lesson 3-6**

Name, copy, and extend patterns.

**CC.K.CC.2** Know number names and the count sequence. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Lesson 3-7

Use a variety of Manipulatives (such as connecting cubes, number cards, shapes) to create patterns

Kindergarten Timeline

Lesson

Skill

Common Core Standard

1st Nine Weeks

Topic 4-Zero to Five

**Lesson 4-1**

Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group

**CC.K.CC.5** Count to tell the number of objects. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects

**Lesson 4-2**

Match quantities to 25 with numerals and written words.

**CC.K.CC.5** Count to tell the number of objects. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

**Lesson 4-3**

Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group.

**CC.K.CC.5** Count to tell the number of objects. Count to answer “how many?” questions about as many as 20 things

<b>Lesson 4-4</b>	Match quantities to 25 with numerals and written words.	arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. <b>CC.K.CC.5</b> Count to tell the number of objects. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
<b>Lesson 4-5</b>	Recognize zero (0) as a set with “no objects”.	<b>CC.K.CC.3</b> Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
<b>Lesson 4-6</b>	Create a set with a given number of objects.	<b>CC.K.CC.5</b> Count to tell the number of objects. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
<b>Lesson 4-7</b>	Compare sets of ten or fewer objects and identify which are equal to, more than, or less than others.	<b>CC.K.CC.6</b> Compare numbers.
<b>Lesson</b>	<b>Skill</b>	<b>Common Core Standard</b>
<b>Lesson 4-8</b>	Compare sets of ten or fewer objects and identify which are equal to, more than, or less than others.	<b>CC.K.CC.6</b> Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)
<b>Lesson 4-9</b>	Compare sets of ten or fewer objects and identify which are equal to, more than, or less than others.	<b>CC.K.CC.6</b> Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)
<b>Lesson 4-10</b>	Compare sets of ten or fewer objects and identify which are equal to, more than, or less than others.	<b>CC.K.CC.6</b> Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)
Kindergarten Timeline 2 <sup>nd</sup> Nine Weeks <b>Topic 5 Numbers 6-10</b>		
<b>Lesson 5-1</b>	Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group.	<b>CC.K.CC.3</b> Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
<b>Lesson 5-2</b>	Create a set with a given number of objects.	<b>CC.K.CC.3</b> Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of

<b>Lesson 5-3</b>	Match quantities to 25 with numerals and written words.	objects with a written numeral 0-20 (with 0 representing a count of no objects). <b>CC.K.CC.3</b> Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
<b>Lesson 5-4</b>	Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group.	<b>CC.K.CC.3</b> Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
<b>Lesson 5-5</b>	Create a set with a given number of objects.	<b>CC.K.CC.3</b> Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Kindergarten Timeline  
Topic 5 6-10

<b>Lesson</b>	<b>Skill</b>	<b>Common Core Standard</b>
<b>Lesson 5-6</b>	Match quantities to 25 with numerals and written words.	<b>CC.K.CC.3</b> Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
<b>Lesson 5-7</b>	Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group.	<b>CC.K.CC.3</b> Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
<b>Lesson 5-8</b>	Use the number line to create visual representations of sequences (such as even numbers, tens, multiples of five).	
<b>Lesson 5-9</b>	Match quantities to 25 with numerals and written words.	<b>CC.K.CC.3</b> Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
<b>Lesson 5-10</b>	Use the number line to create visual representations of sequences (such as even numbers, tens, multiples of five).	

**Lesson 5-11**

Count and compare  
collected data

**Kindergarten Timeline**  
**2<sup>nd</sup> Nine Weeks**  
**Topic 6 Comparing Numbers**

<b>Lesson</b>	<b>Skill</b>	<b>Common Core Standard</b>
<b>Lesson 6-1</b>	Compare sets of ten or fewer objects and identify which are equal to, more than, or less than others.	<b>CC.K.CC.6</b> Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)
<b>Lesson 6-2</b>	Compare sets of ten or fewer objects and identify which are equal to, more than, or less than others.	<b>CC.K.CC.6</b> Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)
<b>Lesson 6-3</b>	Compare sets of ten or fewer objects and identify which are equal to, more than, or less than others.	<b>CC.K.CC.6</b> Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
<b>Lesson 6-4</b>	Compare sets of ten or fewer objects and identify which are equal to, more than, or less than others.	<b>CC.K.CC.6</b> Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)
<b>Lesson 6-5</b>	Compare sets of ten or fewer objects and identify which are equal to, more than, or less than others.	<b>CC.K.CC.6</b> Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)

**Kindergarten Timeline**  
**2<sup>nd</sup> Nine Weeks**  
**Topic 7: Geometry**

<b>Lesson</b>	<b>Skill</b>	<b>Common Core Standard</b>
<b>Lesson 7-1</b>	Identify, name, and describe a variety of shapes (i.e. circles, squares, triangles, rectangles, hexagons, trapezoids) shown in various positions.	<b>CC.K.G.1</b> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
<b>Lesson 7-2</b>	Identify, name, and describe a variety of shapes (i.e. circles, squares, triangles, rectangles, hexagons, trapezoids) shown in various positions.	<b>CC.K.G.1</b> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
<b>Lesson 7-3</b>	Use basic shapes and spatial reasoning to model objects and construct more complex shapes.	<b>CC.K.G.5</b> Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
<b>Lesson 7-4</b>	Use manipulatives such as pattern blocks, tangrams, etc. to explore geometric concepts of symmetry and transformations.	
<b>Lesson 7-5</b>	Identify, create, and Describe figures with line Symmetry.	

**Kindergarten Timeline**  
**2<sup>nd</sup> Nine Weeks**  
**Topic 7: Geometry**  
**(Continued)**

**Lesson**

**Common Core Standard**

**Lesson 7-6**

Identify, name, and describe three-dimensional shapes (such as sphere, cube, cone, cylinder).

**CC.K.G.4** Analyze, compare, create, and compose shapes. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

**Lesson 7-7**

Sort solid figures into groups, name and describe the attributes of the shapes.

**CC.K.G.4** Analyze, compare, create, and compose shapes. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

**Lesson 7-8**

Identify 2-dimensional shapes as faces of 3-dimensional figures.

**CC.K.G.4** Analyze, compare, create, and compose shapes. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

**Lesson 7-9**

Identify, name, and describe a variety of shapes (i.e. circles, squares, triangles, rectangles, hexagons, trapezoids) shown in various positions.

**CC.K.G.1** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to

**Kindergarten Timeline**  
**3<sup>rd</sup> Nine Weeks**  
**Topic 9: Measurement**

<b>Lesson</b>	<b>Skill</b>	<b>Common Core Standard</b>
<b>Lesson 9-1</b>	Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller, lighter, heavier, or holds more).	<b>CC.K.MD.1</b> Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
<b>Lesson 9-2</b>	Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller, lighter, heavier, or holds more).	<b>CC.K.MD.1</b> Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
<b>Lesson 9-3</b>	Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller, lighter, heavier, or holds more).	<b>CC.K.MD.1</b> Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
<b>Lesson 9-4</b>	Estimate and measure length using non-standard units (counting by using groups of tens and ones) to represent addition.	
<b>Lesson 9-5</b>	Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller, lighter, heavier, or holds more).	<b>CC.K.MD.1</b> Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
<b>Lesson 9-6</b>	Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller, lighter, heavier, or holds more).	<b>CC.K.MD.1</b> Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
<b>Lesson 9-7</b>	Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller, lighter, heavier, or holds more).	<b>CC.K.MD.1</b> Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
<b>Lesson 9-8</b>	Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller,	<b>CC.K.MD.1</b> Describe and compare measurable attributes. Describe measurable attributes of objects,

lighter, heavier, or holds more).

**Lesson 9-9**

Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller, lighter, heavier, or holds more).

such as length or weight. Describe several measurable attributes of a single object.

**CC.K.MD.1** Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

**Kindergarten Timeline**

**3<sup>rd</sup> Nine Weeks**

**Topic 10: Addition**

**\*\*\*We will be spending additional time on addition.**

**Lesson**

**Skill**

**Common Core Standards**

**Lesson 10-1**

Model simple joining and separating situations with objects.

**CC.K.OA.1** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**Lesson 10-2**

Model simple joining and separating situations with objects.

**CC.K.OA.1** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**Lesson 10-3**

Model simple joining and separating situations with objects.

**CC.K.OA.1** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**Lesson 10-4**

Add and subtract single-digit numbers whose total or difference is between 0 and 10.

**CC.K.OA.1** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations

**Kindergarten Timeline**

**3<sup>rd</sup> Nine Weeks**

**Topic 10: Addition**

Lesson	Skill	Common Core Standard
<b>Lesson 10-5</b>	Add and subtract single-digit numbers whose total or difference is between 0 and 10.	<b>CC.K.OA.1</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
<b>Lesson 10-6</b>	Add and subtract single-digit numbers whose total or difference is between 0 and 10.	<b>CC.K.OA.1</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
<b>Lesson 10-7</b>	Model, demonstrate, and solve story problems that illustrate addition and subtraction.	<b>CC.K.OA.2</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**Kindergarten Timeline**

**3<sup>rd</sup> Nine Weeks**

**Topic 11: Subtraction**

**\*\*\*We will be spending additional time on subtraction.**

**Lesson**

**Skill**

**Common Core Standard**

**Lesson 11-1**

Model simple joining and separating situations with objects.

**CC.K.OA.1** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**Lesson 11-2**

Model simple joining and separating situations with objects.

**CC.K.OA.1** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**Kindergarten Timeline**  
**3<sup>rd</sup> Nine Weeks**  
**Topic 11: Subtraction**

<b>Lesson 11-3</b>	Model, demonstrate, and solve story problems that illustrate addition and subtraction.	<b>CC.K.OA.2</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
<b>Lesson 11-4</b>	Understand subtraction as “break apart” or “take away” and solve subtraction problems using numbers 1 through 10.	<b>CC.K.OA.1</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
<b>Lesson 11-5</b>	Add and subtract single-digit numbers whose total or difference is between 0 and 10.	<b>CC.K.OA.1</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
<b>Lesson 11-6</b>	Add and subtract single-digit numbers whose total or difference is between 0 and 10.	<b>CC.K.OA.1</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
<b>Lesson 11-7</b>	Model, demonstrate, and solve story problems that illustrate addition and subtraction.	<b>CC.K.OA.2</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction

word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**Kindergarten Timeline**  
**4<sup>th</sup> Nine Weeks**  
**Topic 12: Larger Numbers**

<b>Lesson</b>	<b>Skill</b>	<b>Common Core Standard</b>
<b>Lesson 12-1</b>	Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group.	<b>CC.K.CC.3</b> Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
<b>Lesson 12-2</b>	Match quantities to 25 with numerals and written words.	<b>CC.K.CC.4a</b> 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>Lesson 12-3</b>	Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group.	<b>CC.K.CC.3</b> Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

<b>Lesson 12-4</b>	Match quantities to 25 with numerals and written words.	<b>CC.K.CC.4a</b> 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>Lesson 12-5</b>	Determine whether a number is odd or even by pairing objects	
<b>Lesson 12-6</b>	Count forward and backward by ones beginning with any number less than 100.	
<b>Lesson 12-7</b>	Represent whole numbers between 10 and 100 in groups of tens and ones.	
<b>Lesson 12-8</b>	Count to 20 by twos.	
<b>Lesson 12-9</b>	Count to 20 by twos.	
<b>Lesson 12-10</b>	Name, copy, and extend patterns.	<b>CC.K.CC.2</b> Know number names and the count sequence. Count forward beginning from a given number within the known sequence.

**Kindergarten Timeline  
4<sup>th</sup> Nine Weeks  
Topic 16: Graphing**

<b>Lesson</b>	<b>Skill</b>	<b>Common Core Standard</b>
<b>Lesson 16-1</b>	Collect and count data.	<b>CC.K.MD.3</b> Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)
<b>Lesson 16-2</b>	Collect and count data.	<b>CC.K.MD.3</b> Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)
<b>Lesson 16-3</b>	Collect and count data.	<b>CC.K.MD.3</b> Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)
<b>Lesson 16-4</b>	Collect and count data.	<b>CC.K.MD.3</b> Classify objects and count the number of objects in each category. Classify objects into given

categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

**Lesson 16-5** Collect and count data.

**CC.K.MD.3** Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

**Lesson 16-6** Explain whether a real world event is likely or unlikely.

**Lesson 16-7** Collect and count data.

**CC.K.MD.3** Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

### **Kindergarten Timeline 4<sup>th</sup> Nine Weeks**

**\*\*\*For the remainder of the nine weeks, we will review all concept covered.**

**\*\*\*Throughout the year, we will cover the following skills daily during calendar time: “Time” and “Money.”**