

Subject: Mathematics	Grade Level: Kindergarten	May 26, 2009 Revised
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1 st , 2 nd , 3 rd , and 4 th Nine Weeks	Strand: <i>Number and Operations</i>	Standard: Students will understand numerical concepts and mathematical operations.																									
Essential Question	What are numbers and how do we use them?																										
K-4 1-1-1-1through6	Performance Standard/	Suggested Student Activities/Assessments																									
<p>Benchmark: <i>Demonstrate an understanding of the place-value structure of the base ten number system:</i></p> <p>*Assessments for End of year Mastery and two mid 9 weeks data points assess Mastery goal</p>	<p>1. Count with understanding and recognize "how many" in sets of objects up to 20</p> <table border="1"> <tr> <td>1st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10</td> <td>2nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15</td> </tr> <tr> <td>3rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20</td> <td>4th Nine Weeks Review 0-20</td> </tr> </table> <p>2. read and write whole numbers up to 20</p> <table border="1"> <tr> <td>1st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10</td> <td>2nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15</td> </tr> <tr> <td>3rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20</td> <td>4th Nine Weeks Review 0-20</td> </tr> </table> <p>3. compare and order whole numbers up to 20</p> <table border="1"> <tr> <td>1st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10</td> <td>2nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15</td> </tr> <tr> <td>3rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20</td> <td>4th Nine Weeks Review 0-20</td> </tr> </table> <p>4. connect numerals to the quantities they represent using various physical models</p> <table border="1"> <tr> <td>1st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10</td> <td>2nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15</td> </tr> <tr> <td>3rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20</td> <td>4th Nine Weeks Review 0-20</td> </tr> </table> <p>5. use an organized counting method to keep track of quantities while counting (one-to-one correspondence) (e.g., "touch object once and only once as counting a set)</p> <table border="1"> <tr> <td>1st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10</td> <td>2nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15</td> </tr> <tr> <td>3rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20</td> <td>4th Nine Weeks Review 0-20</td> </tr> </table> <p>6. order sets of objects and numbers from least to most or most to least</p> <table border="1"> <tr> <td>1st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10</td> <td>2nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15</td> </tr> <tr> <td>3rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20</td> <td>4th Nine Weeks Review 0-20</td> </tr> </table>	1 st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10	2 nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15	3 rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20	4 th Nine Weeks Review 0-20	1 st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10	2 nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15	3 rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20	4 th Nine Weeks Review 0-20	1 st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10	2 nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15	3 rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20	4 th Nine Weeks Review 0-20	1 st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10	2 nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15	3 rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20	4 th Nine Weeks Review 0-20	1 st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10	2 nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15	3 rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20	4 th Nine Weeks Review 0-20	1 st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10	2 nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15	3 rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20	4 th Nine Weeks Review 0-20	<p>Activities:</p> <ul style="list-style-type: none"> Take <u>attendance</u> as a group activity by having students <u>identify</u> and <u>count</u> how many student chairs are empty and orally <u>respond</u> with the correct answer. Then they will <u>count</u> how many students are present and orally <u>respond</u> with the correct answer. Then the teacher will state there are (e.g., 3) students absent and (e.g., 10) students present and ask how many students are accounted for (e.g., $3 + 10 = \underline{\quad}$)? Then students will <u>compare</u> 13 (the number of enrolled) to 10 (the number in attendance) and <u>brainstorm</u> the difference (which is least and which is more and why). <ul style="list-style-type: none"> Visuals such as tally marks and finger counting should be provided initially and then as needed. <u>Daily calendar activities</u> are done as a whole group with <u>one student helper (a different helper each day) as the "teacher"</u> and the rest of the students sitting on the carpet responding to the "teacher" The student helper will be observed at this time by the teacher for one-to-one, counting abilities, directional movement (top to bottom, left to right, etc...) <ul style="list-style-type: none"> The "teacher" will <u>model</u> the class in <u>counting</u> the days of the week by <u>pointing</u> to the correct dates in chronological order up to the current date. S/he will then <u>write</u> the corresponding number in the calendar space. The "teacher" will <u>model</u> the class in <u>counting</u> the days in school, on the 100 day chart, to the current day, and then the "teacher" will <u>color</u> the corresponding number square with the monthly color and pattern sequence after getting feedback from the students. the "teacher" will <u>insert</u> the appropriate piece in a 100 piece puzzle The "teacher" will now <u>point</u> to each letter going from left to right and top to bottom in alphabetical order as the students' <u>state</u> the letter name. They will then count the vowels and compare the number of letters in the alphabet (26) to the amount of vowels (5). <ul style="list-style-type: none"> The teacher will need to provide assistance as needed. The "teacher" will <u>determine</u> the order of above activities <p>Assessment:</p> <ul style="list-style-type: none"> Teacher observation and antidotal notes. <p>Process Standards:</p> <ul style="list-style-type: none"> Problem Solving Communication Connection Representation 	<p>Materials</p> <ul style="list-style-type: none"> Kindergarten Data Folders Calendar Counting Bears Linking Cubes Consumables LtoJ software 100 piece puzzle Pointer <p>Resources http://www.rainforestmaths.com/ Games that address numbers, algebra (patterns), measurement, and space, this sight has no sound</p> <p>Harcourt Math Lessons Getting Ready Lesson 5 Lessons 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 7.4, 7.7-9, 7.8, 7 Math Storybook, 8.2-4, 10.6-7, 10 Math Storybook, 11.8</p> <p>Suggested Reading <i>Benjamin's 365 Birthdays</i> by Judi Barrett</p>
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1 st , 2 nd , 3 rd , 4 th , Nine Weeks	Strand: <i>Number and Operations</i>	Standard: Students will understand numerical concepts and mathematical operations.									
K-4 1-1-2-1-2	Performance Standard/	Suggested Student Activities/Assessments	Resources/Materials								
<p>Benchmark: <i>Students will Understand the meaning of operations and how they relate to one another</i></p> <p>*Assessments for End of year Mastery and two mid 9 weeks data points assess Mastery goal</p>	<p>1. represent numbers using pictures, objects, or numerals</p> <table border="1" data-bbox="401 370 726 518"> <tr> <td>1st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10</td> <td>2nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15</td> </tr> <tr> <td>3rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20</td> <td>4th Nine Weeks Review 0-20</td> </tr> </table> <p>2. Use concrete objects to solve simple addition and subtraction story problems. (e.g., oral not written)</p> <table border="1" data-bbox="401 649 726 797"> <tr> <td>1st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10</td> <td>2nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15</td> </tr> <tr> <td>3rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20</td> <td>4th Nine Weeks Review 0-20</td> </tr> </table>	1 st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10	2 nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15	3 rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20	4 th Nine Weeks Review 0-20	1 st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10	2 nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15	3 rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20	4 th Nine Weeks Review 0-20	<p>Activities: Recognizing the natural world around us (Place Based Education)</p> <ul style="list-style-type: none"> While on a nature walk the students will collect objects. 1st Nine Weeks: Each child must have at least 15 objects to represent the numbers 0-5, 2nd Nine Weeks: (40 for numbers 6-10), 3rd Nine Weeks (65 for numbers 11-15) 4th Nine Weeks (90 for numbers 16-20) Students will find (e.g. 10 leaves, 11 pinecones...) Students will lay out some or all of their objects. They will sort them by attribute. They will count how many in each of their groups. The students will lay out their objects and act out oral story problems. Students will <i>paste</i> objects they find on the walk to the pages that correspond with the number. (e.g., two feathers would be pasted on the 2 page or the feather, frog and fuzzy flower can be put on the 3 page). Repeat this activity for all 9 weeks with the added Master level numbers. Put completed pages in student portfolios and assemble as a student book in the 4th nine weeks along with pages from 2-1-3-1 (paint drop) activity pages. <p>Assessment: Teacher observation of students' participation Student product</p> <p>Process Standards:</p> <ul style="list-style-type: none"> Problem Solving Connections Representation 	<p>Materials</p> <ul style="list-style-type: none"> plastic baggies/container for collecting items on walk, one per child glue worksheet/number book <p>Resources</p> <p>Harcourt Math Lessons 3.1, 11.1—7, 11 Math Storybook, 12.1-8, 12 Math Storybook</p> <p>Suggested Readings <i>How Many, How Many, How Many?</i> by Rick Walton</p> <p><i>How Many Snails? A Counting Book</i> by Paul Giganti</p>
1 st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10	2 nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15										
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• 1 st Nine Weeks	Strand: <i>Algebra</i>	Standard: Students will understand algebraic concepts and applications.												
Essential Question	What patterns surround me?													
K-4 2-1-1-1-3	Performance Standard/	Suggested Student Activities/Assessments												
Benchmark: <i>Students will understand patterns, relations, and functions.</i>	<p>1. Identify the attributes of objects (e.g., the ability to identify attributes is a foundational skill for sorting and classifying).</p> <table border="1"> <tr> <td>1st Nine Weeks Introduce</td> <td>2nd Nine Weeks Review</td> </tr> <tr> <td>3rd Nine Weeks Review</td> <td>4th Nine Weeks Master</td> </tr> </table> <p>2. Sort, classify, and order objects by size, number, and other properties.</p> <table border="1"> <tr> <td>1st Nine Weeks Introduce</td> <td>2nd Nine Weeks Review</td> </tr> <tr> <td>3rd Nine Weeks Review</td> <td>4th Nine Weeks Master</td> </tr> </table> <p>3. Recognize, reproduce, describe, extend, and create repeating patterns (e.g., color, shape, size, sound, movement, simple numbers).</p> <table border="1"> <tr> <td>1st Nine Weeks Introduce Master</td> <td>2nd Nine Weeks Review Master</td> </tr> <tr> <td>3rd Nine Weeks Review Master</td> <td>4th Nine Weeks Review Master</td> </tr> </table>	1 st Nine Weeks Introduce	2 nd Nine Weeks Review	3 rd Nine Weeks Review	4 th Nine Weeks Master	1 st Nine Weeks Introduce	2 nd Nine Weeks Review	3 rd Nine Weeks Review	4 th Nine Weeks Master	1 st Nine Weeks Introduce Master	2 nd Nine Weeks Review Master	3 rd Nine Weeks Review Master	4 th Nine Weeks Review Master	<p>Activities:</p> <ul style="list-style-type: none"> When on a nature walk the students will recognize patterns in nature and in their surroundings. (e.g., how the bricks are on a building, petals on a flower, dove-dove-houses finch at the water tub, etc.) comparing and contrasting as they identify them and be able to validate their answers. The student will recreate the patterns in the classroom during color, cut, paste, and create time or other. <p>Assessment:</p> <ul style="list-style-type: none"> Student product <p>Activity:</p> <ul style="list-style-type: none"> <u>Daily calendar activities</u> are done as a whole group with one student helper (a different helper each day) as the "teacher" and the rest of the students sitting on the carpet responding to the "teacher" The student helper will be observed at this time by the teacher for one-to-one, counting abilities, directional movement (top to bottom, left to right, etc...) The "teacher" will point to the numbers as the students count by 2s, 5s and 10s, The "teacher" will <u>model</u> the class in <u>counting</u> the days in school, on the 100 day chart, to the current day, and then the "teacher" will <u>color</u> the corresponding number square with the monthly color and pattern sequence after getting feedback from the students. the "teacher" will <u>insert</u> the appropriate piece in a 100 piece puzzle The "teacher" will now <u>point</u> to each letter going from left to right and top to bottom in alphabetical order as the students' <u>state</u> the letter name. They will then count the vowels and compare the number of letters in the alphabet (26) to the amount of vowels (5). The students will describe letters using vocabulary next to, before and after. <ul style="list-style-type: none"> The teacher will need to provide assistance as needed. The "teacher" will <u>determine</u> the order of above activities <p>Assessment:</p> <ul style="list-style-type: none"> Teacher observation and/or anecdotal notes <p>Process Standards:</p> <ul style="list-style-type: none"> Communication Connection Representation
1 st Nine Weeks Introduce	2 nd Nine Weeks Review													
3 rd Nine Weeks Review	4 th Nine Weeks Master													
1 st Nine Weeks Introduce	2 nd Nine Weeks Review													
3 rd Nine Weeks Review	4 th Nine Weeks Master													
1 st Nine Weeks Introduce Master	2 nd Nine Weeks Review Master													
3 rd Nine Weeks Review Master	4 th Nine Weeks Review Master													
*Assessments for End of year Mastery and two mid 9 weeks data points assess Mastery goal		<ul style="list-style-type: none"> objects from nature walk art supplies <ul style="list-style-type: none"> class calendar pointer number chart alphabet chart puzzle <p>Resources:</p> <p><u>Harcourt Math Lessons:</u> Getting Ready 6-8, 1.1, 1.7, 1.9, 1MSB, 2.1-4, 7.5-6, 9.2</p>												
















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3 rd and 4 th Nine Weeks	Strand: <i>Algebra</i>	Standard: <i>Students will understand algebraic concepts and applications.</i>					
K-4 2-1-2-1	Performance Standard/	Suggested Student Activities/Assessments	Resources/Materials				
<p>Benchmark: <i>Represent and analyze mathematical situations and structures using algebraic symbols.</i></p> <p>*Assessments for End of year Mastery and two mid 9 weeks data points assess Mastery goal</p>	<p>1. Using concrete, pictorial, and verbal representation to develop an understanding of invented and conventional symbols.</p> <table border="1" data-bbox="401 472 728 621"> <tr> <td data-bbox="401 472 564 545">1st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10</td> <td data-bbox="564 472 728 545">2nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15</td> </tr> <tr> <td data-bbox="401 545 564 621">3rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20</td> <td data-bbox="564 545 728 621">4th Nine Weeks Review 0-20</td> </tr> </table>	1 st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10	2 nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15	3 rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20	4 th Nine Weeks Review 0-20	<p>Activities:</p> <ul style="list-style-type: none"> • Graph class using pictorial or other (tallymarks): <ul style="list-style-type: none"> ○ Boys/girls ○ Bus/pick-up ○ Hair color/eye color ○ Birthdays • The students listen to the story <i>On Beyond Zebra</i> by Dr. Seuss. • At home the students will brainstorm with their parents and invent a new letter and what they represent. An example and directions are sent home so parents understand the activity. The children are to use what ever material they need to design their letter. • The students bring their newly created letter back to school and share the symbol and what it represents with the rest of the class. • The students will add their invented symbol into a class made book. • Next students will create a number book using conventional symbols (0-5) and pictures that represent the number/symbol. <p>Assessment:</p> <ul style="list-style-type: none"> • Student created symbol and student created book. <p>Process Standards:</p> <ul style="list-style-type: none"> • Communication • Connection • Representation 	<ul style="list-style-type: none"> • <i>On Beyond Zebra</i> by Dr. Seuss • note home with the example and directions • pre-made student book • pencil, crayons, markers <p><u>Harcourt Math Lessons</u> 6.6</p>
1 st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10	2 nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15						
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1 st , 2 nd , 3 rd , and 4 th Nine Weeks	Strand: <i>Algebra</i>	Standard: <i>Students will understand algebraic concepts and applications.</i>					
K-4 2-1-3-1	Performance Standard/	Suggested Student Activities/Assessments	Resources/Materials				
<p>Benchmark: <i>Using mathematical models to represent and understand quantitative relationships.</i></p> <p>*Assessments for End of year Mastery and two mid 9 weeks data points assess Mastery goal</p>	<p>1. Model situations that involve whole numbers using objects or pictures.</p> <table border="1" data-bbox="401 446 728 597"> <tr> <td data-bbox="401 446 564 522">1st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10</td> <td data-bbox="564 446 728 522">2nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15</td> </tr> <tr> <td data-bbox="401 522 564 597">3rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20</td> <td data-bbox="564 522 728 597">4th Nine Weeks Review 0-20</td> </tr> </table>	1 st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10	2 nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15	3 rd Nine Weeks Review 0-15 Introduce 16-20 Master 16-20	4 th Nine Weeks Review 0-20	<p>Activities:</p> <ul style="list-style-type: none"> The students will be given number cards with a color on it. The students will choose a number/color card, using paint; the student will drop the corresponding color and number of drops on a blank piece of paper. Using the same piece of paper the students will continue choosing number/color cards and dropping the appropriate color and number of drops until the cards has all been chosen. Next the student will turn the paper in different directions to create a design. Then the student will glue the numbers on the page in sequential order. <p>Assessment Students product Process Standards:</p> <ul style="list-style-type: none"> Communication Connection Representation 	<ul style="list-style-type: none"> different colors of paint paint brush, dropper paper number cards with color on it <p><u>Harcourt Math Lessons</u> 6.7</p>
1 st Nine Weeks Review 0-5 Introduce 0-20 Master 6-10	2 nd Nine Weeks Introduce 11-15 Review 0-10 Master 11-15						
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3 rd and 4 th Nine Weeks	Strand: <i>Algebra</i>	Standard: <i>Students will understand algebraic concepts and applications.</i>																																					
K-4 2-1-4-1	Performance Standard/	Suggested Student Activities/Assessments	Resources/Materials																																				
<p>Benchmark: <i>Analyze changes in various contexts</i></p> <p>*Assessments for End of year Mastery and two mid 9 weeks data points assess Mastery goal</p>	<p>1. Verbally describe changes in various contexts (e.g., plants or animals growing over time).</p> <table border="1" data-bbox="401 423 728 548"> <tr> <td>3rd Nine Weeks Introduce</td> <td>4th Nine Weeks Review *Mastered in 2nd grade</td> </tr> </table>	3 rd Nine Weeks Introduce	4 th Nine Weeks Review *Mastered in 2 nd grade	<p>Activities: Egg to Chick</p> <ul style="list-style-type: none"> After discussing what happens in spring, babies are born. Discuss that some animals hatch eggs and some birth babies. Introduce the activity hatching eggs to chicks. In a class discussion the students will anticipate the chicks growth in the egg at different points of development. The teacher can record the students' predictions to be referred back to throughout the activity. Students will compare the growth (as shown by candling done by Mr. Kircher or the county extension agent) from one week to the next. Benchmark growth times will be illustrated in student books at time of development (e.g., scales on legs, feathers, etc...) The students will recognize the role of the parents and take on the roll when hatching the eggs in the room. They are responsible for turning the eggs 3 times a day making sure that the pattern on the egg (x on bottom of egg and o on top of egg matches the pattern that is on the calendar, keeping the temperature at 100 °, and keeping the humidity (water) at the correct level. The chicks should begin to hatch in about 21 days (most of my chicks begin to hatch on about day 22). The students will graph the chicks by color and size on a bar graph. The students will discuss and compare briefly the number of eggs that were set and the number that hatched. (Briefly describe that a the natural setting not all eggs always hatch, and the classroom is an artificial setting.) <p>Assessment: Student participation and their page in the class book of their favorite part of hatching eggs in the classroom.</p> <p>Activities: Hatching a Praying Mantis Egg in the room</p> <ul style="list-style-type: none"> In August find, in the area, a plump pregnant praying mantis and put it in an aquarium. Feed the praying mantis grasshoppers once every other day. Once the praying mantis lays its egg (oothecas) record its date on the calendar, draw a picture of the egg and attach to the calendar then release the praying mantis. Then count six months forward on the calendar and mark when the egg should hatch. Have the students draw a picture of what happens when the egg hatches and record the actual date of when the egg hatched. Discuss how close the predicted date was to the actual hatching of the egg. Then have a discussion comparing how long it takes a praying mantis egg to hatch and a chick egg to hatch. <p>Process Standards:</p> <ul style="list-style-type: none"> Problem Solving Reasoning and Proof Communication Connection Representation 	<ul style="list-style-type: none"> County Extension Agent Fertilized Eggs Incubator Water <p>sample:</p> <table border="1" data-bbox="1591 456 1969 699"> <tr> <td>Day 1</td> <td>Day 2</td> <td>Day 3</td> </tr> <tr> <td>Day 8</td> <td>Day 13</td> <td>Day 16</td> </tr> <tr> <td>Day 19</td> <td>Day 21!</td> <td>Draw your favorite chick!</td> </tr> </table> <p>Day 1 – Stomach, Backbone, Head, Blood, Day 2 – Heart, Ears, Day 3 – Wings, Legs, Beak, Day 8 – Feathers, Day 13 – Scales on legs, Day 16 – Chick gets into a ball to make room inside the eggshell, Day 19 – The chick eats last big meal (The rest of the yolk) Day – 21 The Chicks Hatch!</p> <table border="1" data-bbox="1591 911 1969 1219"> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>tan</td> <td>black</td> <td>yellow</td> <td>brown</td> </tr> </table> <p>http://ladywildlife.com/animal/prayingmantis.html</p> <p>http://www.colostate.edu/Depts/Entomology/courses/en507/papers_1999/feldman.htm</p> <p>Harcourt Math Lessons NM-5</p>	Day 1	Day 2	Day 3	Day 8	Day 13	Day 16	Day 19	Day 21!	Draw your favorite chick!	4					3					2					1						tan	black	yellow	brown
3 rd Nine Weeks Introduce	4 th Nine Weeks Review *Mastered in 2 nd grade																																						
Day 1	Day 2	Day 3																																					
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1																																							
	tan	black	yellow	brown																																			

Subject: Mathematics	Grade Level: Kindergarten	May 26, 2009 Revised
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1 st , 2 nd , 3 rd , and 4 th Nine Weeks	Strand: <i>Geometry</i>	Standard: Students will understand geometric concepts and applications.					
Essential Question		How do the shapes of the world help me explore form beginning to end?					
K-4 3-1-1-a-b	Performance Standard/	Suggested Student Activities/Assessments	Resources/Materials				
<p>Benchmark: <i>Analyze characteristics and properties of two and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.</i></p> <p>*Assessments for End of year Mastery and two mid 9 weeks data points assess Mastery goal</p>	<p>1. Identify common objects in their environments and describe their geometric features:</p> <p>a. describe, identify, model, and draw common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone)</p> <p>b. compare familiar plane and solid objects by common attributes (e.g., shape, size, number of corners).</p> <table border="1" data-bbox="401 651 728 899"> <tr> <td data-bbox="401 651 562 824">1st Nine Weeks Introduce basic shapes Master basic shapes</td> <td data-bbox="562 651 728 824">2nd Nine Weeks Review Introduce 3D shapes Master 3D shapes</td> </tr> <tr> <td data-bbox="401 824 562 899">3rd Nine Weeks Review</td> <td data-bbox="562 824 728 899">4th Nine Weeks Review</td> </tr> </table>	1 st Nine Weeks Introduce basic shapes Master basic shapes	2 nd Nine Weeks Review Introduce 3D shapes Master 3D shapes	3 rd Nine Weeks Review	4 th Nine Weeks Review	<p>Activities:</p> <ul style="list-style-type: none"> • Our World: • After students learn about the world they live in they will go on a nature shape scavenger hunt. The students will look for, identify and explain the items with shapes in them and then create or use items to create a shape collage. • After students learn about the world they live in and go on a nature walk the students will create a replica of their school, and its surroundings using building blocks, logos, sand trays etc... • The students will describe their product and explain why they put it together in that way. <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher observation <p>The completed collage that will become a page in the class book</p> <p>Process Standards:</p> <ul style="list-style-type: none"> • Problem Solving • Reasoning and Proof • Communication • Connection • Representation 	<ul style="list-style-type: none"> • Collage paper • Baggie or collection container • Art Supplies <p><u>Harcourt Math Lessons</u> 1.5, 1.6, 1.8</p>
1 st Nine Weeks Introduce basic shapes Master basic shapes	2 nd Nine Weeks Review Introduce 3D shapes Master 3D shapes						
3 rd Nine Weeks Review	4 th Nine Weeks Review						

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1 st , 2 nd , 3 rd , and 4 th Nine Weeks	Strand: <i>Geometry</i>	Standard: <i>Students will understand geometric concepts and applications.</i>							
K-4 3-1-2-1&2	Performance Standard/	Suggested Student Activities/Assessments	Resources/Materials						
<p>Benchmark: <i>Specify locations and describe spatial relationships using coordinate geometry and other representational systems.</i></p> <p>*Assessments for End of year Mastery and two mid 9 weeks data points assess Mastery goal</p>	<p>1. Follow simple directions to find a specific location in space.</p> <table border="1" data-bbox="401 370 726 418"> <tr> <td>1st Nine Weeks Introduce</td> <td>Master</td> </tr> </table> <p>2. Use spatial vocabulary (e.g., left, right, above, below) to describe relative position.</p> <table border="1" data-bbox="401 524 726 672"> <tr> <td>1st Nine Weeks Introduce</td> <td>2nd Nine Weeks Master</td> </tr> <tr> <td>3rd Nine Weeks Review</td> <td>4th Nine Weeks Review</td> </tr> </table>	1 st Nine Weeks Introduce	Master	1 st Nine Weeks Introduce	2 nd Nine Weeks Master	3 rd Nine Weeks Review	4 th Nine Weeks Review	<p>Activities:</p> <ul style="list-style-type: none"> Getting to know our school The students will listen to <i>The Gingerbread Cowboy</i> or other similar story. The students will read a ginger bread recipe with the teacher. They will discuss the ingredients needed and the different types of measurements (e.g. cup and teaspoon, whole, 1/2, 1/4). They will participate in combining the ingredients. Then the students will count how many (e.g. cups of flour) they put into the mixture. After the dough is prepared the students will create and design their own Gingerbread Cowboy. The students /teacher will bake their cookies. When it is time to check the cookies the students discover that their Gingerbread creations have run away the students will <i>predict/brainstorm/anticipate</i> where in or around the school building the Gingerbread Cowboy is hiding. The students' ideas will be represented on the school map (e.g. fire drill map). Using the map the students will describe how to get to the hideout (predicted area) using the vocabulary before, after, next to etc. Then the class will investigate their predictions by traveling to that part of the school following the directions that they just designed. The students will count how many steps it takes to get to the hideout (predicted area). Then the students will conclude if this is indeed the Gingerbread Cowboy's hideout. Then record the number of steps counted, on the map. On the next day the students will revise their previous prediction and anticipate where the Gingerbread Cowboy's hideout is now then repeat the above procedures. Next discuss which area is further or closer then the area(s) already visited. Upon returning to the classroom compare the number of steps it took to get to one area to the number of steps it took to get to another area. This activity will continue all week until the cowboy is found. One student will formulate simple directions to find a specific location in the classroom for another student. The directions should parallel the directions created earlier when looking for Gingerbread Cowboy's hideout (e.g. walk 5 steps to the left then turn to the right and take 3 more steps, sit under the table.) The teacher will need to review the directions created when looking for Gingerbread Cowboy and model how to give the directions in the classroom. The students will also <i>create</i> missing posters asking if anyone has seen him please let them know. (This would be a good place to do the symmetry activity. <p>Assessment:</p> <ul style="list-style-type: none"> Student products Teacher observation of class discussions & student participation <p>Process Standards:</p> <ul style="list-style-type: none"> Problem Solving Reasoning and Proof Communication Connection Representation 	<ul style="list-style-type: none"> <i>The Gingerbread Cowboy</i> by Janet Squires Ginger Bread Recipe ingredients measuring utensils mixer and mixing bowl spatula to scrape bowl and spatula to remove cookies from pan fire drill map of school or some sort of map of the school art materials and paper, scissors, glue <p><u>Harcourt Math Lessons</u> Getting Ready 1-4, 1.2,1.3, 1.4, NM-2</p>
1 st Nine Weeks Introduce	Master								
1 st Nine Weeks Introduce	2 nd Nine Weeks Master								
3 rd Nine Weeks Review	4 th Nine Weeks Review								

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1 st , 2 nd , 3 rd , and 4 th Nine Weeks	Strand: <i>Geometry</i>	Standard: <i>Students will understand geometric concepts and applications.</i>									
K-4 3-1-3-1&2	Performance Standard/	Suggested Student Activities/Assessments	Resources/Materials								
<p>Benchmark: <i>Apply transformations and use symmetry to analyze mathematical situations.</i></p> <p>*Assessments for End of year Mastery and two mid 9 weeks data points assess Mastery goal</p>	<p>1. Use manipulatives (e.g., puzzles, tangrams, blocks) to demonstrate rotation (i.e., flips), translations (i.e., slides), and reflections (i.e., turns).</p> <table border="1"> <tr> <td>1st Nine Weeks Introduce Master</td> <td>2nd Nine Weeks Review</td> </tr> <tr> <td>3rd Nine Weeks Review</td> <td>4th Nine Weeks Review</td> </tr> </table> <p>2. Investigate the symmetry of two-dimensional shapes (e.g., by folding or cutting paper, using mirrors).</p> <table border="1"> <tr> <td>1st Nine Weeks Introduce</td> <td>2nd Nine Weeks Review</td> </tr> <tr> <td>3rd Nine Weeks Review</td> <td>4th Nine Weeks Master</td> </tr> </table>	1 st Nine Weeks Introduce Master	2 nd Nine Weeks Review	3 rd Nine Weeks Review	4 th Nine Weeks Review	1 st Nine Weeks Introduce	2 nd Nine Weeks Review	3 rd Nine Weeks Review	4 th Nine Weeks Master	<p>Activities:</p> <ul style="list-style-type: none"> Introduce 20 piece puzzles progressing to 100 by the 100th day if not sooner according to students ability. *Can be taken to 500+ piece puzzles. After introducing a unit will use theme orientated sheet for the following: 1st Nine Weeks – e.g. gingerbread boy, shapes, themselves, pet faces 2nd Nine Weeks – e.g. teddy bears, pumpkins, Christmas trees, snowmen, snowflakes... 3rd Nine Weeks – e.g. cat in the <u>hat</u>, ladybugs, chicks... 4th Nine Weeks – flowers,... The students will choose a black line master with half a shape on it or trace a precut (half) shape on the fold of a piece of tag board. Then they will cut it out and predict what they will see when they unfold their shape. The students will unfold the design and discuss with a partner and/or in a large group what they see. The students will then cut the design into puzzle pieces, turn them over and reassemble them. The students will trade their puzzle with another student and put that puzzle together. The students will put their puzzles in a baggie to be placed in a center for others to do. Students will work in partners by lying down on butcher paper and trace only half of their partner (from tip on head and include one leg.) With the paper folded in half each student will cut out and create themselves on the paper by puzzling together their clothes, hair, eyes, etc... with appropriate colors of paper. When given a tag board the students will draw a picture and will design and create their own puzzles. <p>Assessment:</p> <ul style="list-style-type: none"> The teacher will assess the students ability to cut with scissors when using a black line master Teacher observation of the students <i>creating</i> simple 10 and 20 piece puzzles. Teacher observation of student ability to <i>complete</i> a simple 10 and 20 piece puzzle. Teacher observation of students' description of what the product looks like (symmetry) <p>Process Standards:</p> <ul style="list-style-type: none"> Problem Solving Communication Connection Representation 	<ul style="list-style-type: none"> Black line master with shape on it and pre-folded half a shape drawn on tag board for students to use as a pattern to be traced Tag Board puzzles baggies butcher paper <p><u>Harcourt Math Lessons</u> 5.6, NM-6</p>
1 st Nine Weeks Introduce Master	2 nd Nine Weeks Review										
3 rd Nine Weeks Review	4 th Nine Weeks Review										
1 st Nine Weeks Introduce	2 nd Nine Weeks Review										
3 rd Nine Weeks Review	4 th Nine Weeks Master										

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1 st , 2 nd , 3 rd , and 4 th Nine Weeks	Strand: <i>Geometry</i>	Standard: <i>Students will understand geometric concepts and applications.</i>					
K-4 3-1-4-1&2	Performance Standard/	Suggested Student Activities/Assessments	Resources/Materials				
<p>Benchmark: <i>Use visualization, spatial reasoning, and geometric modeling to solve problems.</i></p> <p>*Assessments for End of year Mastery and two mid 9 weeks data points assess Mastery goal</p>	<p>1. Describe how to get from one location to another (e.g., how to get to the library).</p> <p>2. Find and describe geometric shapes in nature or architecture.</p> <table border="1" data-bbox="401 472 726 621"> <tr> <td>1st Nine Weeks Introduce Master</td> <td>2nd Nine Weeks Review</td> </tr> <tr> <td>3rd Nine Weeks Review</td> <td>4th Nine Weeks Review</td> </tr> </table>	1 st Nine Weeks Introduce Master	2 nd Nine Weeks Review	3 rd Nine Weeks Review	4 th Nine Weeks Review	<p>Activities:</p> <ul style="list-style-type: none"> Getting to know our school The students will listen to <i>The Gingerbread Cowboy</i> or other similar story. The students will read a ginger bread recipe with the teacher. They will discuss the ingredients needed and the different types of measurements (e.g. cup and teaspoon, whole, 1/2, 1/4). They will participate in combining the ingredients. Then the students will count how many (e.g. cups of flour) they put into the mixture. After the dough is prepared the students will create and design their own Gingerbread Cowboy. The students/teacher will bake their cookies. When it is time to check the cookies the students discover that their Gingerbread creations have run away the students will <i>predict/brainstorm/anticipate</i> where in or around the school building the Gingerbread Cowboy is hiding. The students' ideas will be represented on the school map (e.g. fire drill map). Using the map the students will describe how to get to the hideout (predicted area) using the vocabulary before, after, next to etc. Then the class will investigate their predictions by traveling to that part of the school following the directions that they just designed. The students will count how many steps it takes to get to the hideout (predicted area). Then the students will conclude if this is indeed the hideout. Upon returning to the classroom record the number of steps counted, on the map. On the next day the students will revise their previous prediction and anticipate where the Gingerbread Cowboy's hideout is now then repeating the above procedures. Next discuss which area is further or closer then the area(s) already visited. Upon returning to the classroom compare the number of steps it took to get to one area to the number of steps it took to get to another area. This activity will continue all week until the cowboy is found. During the walk back find and describe geometric shapes in the building One student will formulate simple directions to find a specific location in the classroom for another student. The directions should parallel the directions created earlier when looking for Gingerbread Cowboy's hideout (e.g. walk 5 steps to the left then turn to the right and take 3 more steps, sit under the table.) The teacher will need to review the directions created when looking for Gingerbread Cowboy and model how to give the directions in the classroom. The students will also <i>create</i> a missing posters asking if anyone has seen him please let them know. (This would be a good place to do the symmetry activity. <p>Assessment:</p> <ul style="list-style-type: none"> Student products Teacher observation of class discussions & student participation <p>Process Standards:</p> <ul style="list-style-type: none"> Problem Solving Communication Connection Representation 	<ul style="list-style-type: none"> <i>The Gingerbread Cowboy</i> by Janet Squires Ginger Bread Recipe ingredients measuring utensils mixer and mixing bowl spatula to scrape bowl and spatula to remove cookies from pan fire drill map of school or some sort of map of the school art materials and paper, scissors, glue <p><u>Harcourt Math Lessons</u> NM-4</p>
1 st Nine Weeks Introduce Master	2 nd Nine Weeks Review						
3 rd Nine Weeks Review	4 th Nine Weeks Review						

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1 st , 2 nd , 3 rd , and 4 th Nine Weeks	Strand: <i>Measurement</i>	Standard: Students will understand measurement systems and applications
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Essential Question	How does measurement affect me and the world around me?	
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K-4 4-1-1-1 through 4	Performance Standard/	Suggested Student Activities/Assessments	Resources/Materials
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Benchmark:
Understand measurable attributes of objects and the units, systems, and process of measurement.

*Assessments for End of year Mastery and two mid 9 weeks data points assess Mastery goal

1. Describe and compare, using appropriate concepts and vocabulary, the measurable properties of length (e.g., shorter, longer, taller), volume (e.g., full, empty), weight (e.g., heavy, light), and time (e.g., before, after, morning, afternoon, days of week).

	2 nd Nine Weeks Introduce
3 rd Nine Weeks Review	4 th Nine Weeks Master

2. Use tools to make predictions (e.g., using a balance scale, predicting how many cups a container will hold and then filling it to check the prediction).

	2 nd Nine Weeks Introduce
3 rd Nine Weeks Review	4 th Nine Weeks Master

3. Measure using non-standard units of measurement (e.g., use pencils to measure desk top, use different lengths of rope to measure distance in classroom).

	2 nd Nine Weeks Introduce 1-3
3 rd Nine Weeks Review	4 th Nine Weeks Master

4. Use digital and analog (face) clocks to tell time to the hour

	4 th Nine Weeks Introduce 4 *Mastered in 1 st grade
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Activities:

- Discuss with students the vocabulary terms longer, shorter, smaller, and taller, heavy, light, before, after, next to. Show the students these words. Have the students identify objects that fit these descriptions and match the word to the objects. Then place the words on your math wall.
- Each student will bring their favorite bear. A few students will come to the front of the room with their bears. They will compare and describe the size of their bears using the vocabulary heavy, light, shorter, taller, and longer. Then they will organize their bears from smaller to larger. Discuss where the different size or color bears are in relation to one another. (e.g., The shortest/blue bear is before the tall/white bear.) Another group of students will come to the front of the room and do the same but organize the bears from largest to smallest.
 - Students will then be split into small groups to compare their bears to the others. Then they will switch groups and compare bears again (a student that has the smallest bear in one group may have the largest bear in another group)
 - Individually, the students will measure their bears using non-standard units of measurement (e.g., counting bears, paper clips, linking cubes...). The students will write the corresponding number and draw a picture of the unit of measurement they used.
 - As a whole group the students will measure each bear using a yard stick and put them in order from smallest to largest. Then they will visually compare smallest to largest and largest to smallest making adjustments as needed in order to have the sitting bears where they need to be.
 - Next the students will place the appropriate number of paper bears on the graph by their name to show the size of their bear. On a different graph the students will also graph the color of their bears. Then they will discuss and answer questions about the graphs.
 - The students will put the bears into a group of short, medium, tall, light and heavy, or by color and count the number of bears in each group.
 - Students will draw pictures showing longer and shorter.
- In small groups the students will act out what their bears do in the morning, afternoon, evening and night. The students will perform for the class. Next the students will draw/write a book about what their bear is doing at different times of the day.

Assessment:











- Teacher can assess mastery by observation, checking student worksheet and graphs and by listening to students for proficiency.

Process Standards:

- Problem Solving
- Reasoning and Proof
- Communication
- Connection
- Representation

- bears brought by the students
- teacher should have a few extra just incase someone forgets
- graphs
- die cut teddy bears
- Linking cubes, paper clips, counting bears...
- word cards with longer, smaller, taller, shorter for word wall
- yardstick
- sample worksheet for story

Morning 	Afternoon 
Evening 	Night 

4				
3				
2				
1				
	Sue's	Bob's	Pat's	Abe's

Harcourt Math Lessons
8.5,8.7, 8.8, 9.1, 9.3, 9.4, 9.5, 9.6, 9.7, 9MSB, NM-3

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1 st , 2 nd , 3 rd , and 4 th Nine Weeks	Strand: <i>Measurement</i>	Standard: <i>Students will understand measurement systems and applications</i>					
K-4 4-1-2-1	Performance Standard/	Suggested Student Activities/Assessments	Resources/Materials				
<p>Benchmark: <i>Apply appropriate techniques, tools, and formulas to determine measurements.</i></p> <p>*Assessments for End of year Mastery and two mid 9 weeks data points assess Mastery goal</p>	<p>1. Explore measuring objects using a repeating non-standard unit of measurement (e.g., paper clips, cubes, etc.).</p> <table border="1" data-bbox="401 446 726 557"> <tr> <td>1st Nine Weeks Introduce</td> <td>2nd Nine Weeks Review</td> </tr> <tr> <td>3rd Nine Weeks Review</td> <td>4th Nine Weeks Master</td> </tr> </table>	1 st Nine Weeks Introduce	2 nd Nine Weeks Review	3 rd Nine Weeks Review	4 th Nine Weeks Master	<p>Activities:</p> <ul style="list-style-type: none"> The students will listen to non-fiction stories about different animals of interest and search the internet (with the support of the teacher) to find characteristics of each of the specified animals. After each story/internet search the students will collaborate with a neighbor to identify the characteristics of the animal in the story. The characteristics will be recorded on chart paper to create a trait list of each animal. The class will read and re-read the animal trait lists throughout the unit. In small groups the students will choose an animal that has been discussed and collect size data about the animal of interest from the trait list. Using paper that has been cut into 1 foot squares the students will tape them together to represent the animal. (e.g., a horse is 5 foot tall and 7 foot long, a fox is 2 foot tall and 2 foot long, and an elephant is 10 foot high and 21 foot long.) For each foot tall the student will tape a sheet of paper onto another and do the same for the length of the animal filling in the area to make a grid that is a square or rectangle. After the appropriate number of papers is laid out they will reconstruct the animal by drawing and coloring it onto the grid. When the animals are put up around the school the students will compare the animals by size. <p>Assessment:</p> <ul style="list-style-type: none"> Teacher observation of student participation in class discussion Student product Teacher observation of how students work together in a small group <p>Process Standards:</p> <ul style="list-style-type: none"> Problem Solving Communication Connection Representation 	<ul style="list-style-type: none"> Non-fiction stories about several different animals computer, in focus and internet chart paper enough 1'x 1' precut papers for the creation of the animals markers, pencils, crayons tape <p><u>Harcourt Math Lessons</u> 9.3</p>
1 st Nine Weeks Introduce	2 nd Nine Weeks Review						
3 rd Nine Weeks Review	4 th Nine Weeks Master						

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1 st , 2 nd , 3 rd , and 4 th Nine Weeks	Strand: <i>Data Analysis and Probability</i>	Standard: Students will understand how to formulate questions, analyze data, and determine probabilities.					
Essential Question	How can I (The Student) analyze my own growth throughout the year?						
K-4 5-1-1-1	Performance Standard/	Suggested Student Activities/Assessments	Resources/Materials				
<p>Benchmark: <i>Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.</i></p> <p>*Assessments for End of year Mastery and two mid 9 weeks data points assess Mastery goal</p>	<p>1. Collect data about objects and events in the environment to answer simple questions (e.g., brainstorm questions about self and surroundings, collect data, and record the results using objects, pictures, and pictographs).</p> <table border="1"> <tr> <td>1st Nine Weeks Introduce Master</td> <td>2nd Nine Weeks Review</td> </tr> <tr> <td>3rd Nine Weeks Review</td> <td>4th Nine Weeks Review</td> </tr> </table>	1 st Nine Weeks Introduce Master	2 nd Nine Weeks Review	3 rd Nine Weeks Review	4 th Nine Weeks Review	<p>Activities: Me Unit Graphing Character Traits (eye, hair, & skin color)</p> <ul style="list-style-type: none"> • First students will trace their body. (See symmetry activity) • Then the students will look in a mirror to determine their eye, hair and skin color and fill in their characteristics/traits on their outlined body. • The class will graph eye, hair & skin color each on a different graph. • The students will color a tag the appropriate color and place it accurately on the graph. (e.g. one tag will be a picture of an eye and the students will color it the color of their eye and place it on the eye graph) • The students will count, compare and brainstorm questions using the information on each of the graphs. <p>Graphing Height (four times throughout the year)</p> <ul style="list-style-type: none"> • The teacher will measure each student in inches at the beginning of the year and at the end of each nine weeks. The teacher will pre-cut enough sheets of butcher paper for each child. The paper will be the same length for each child. All five measurements will be on this one sheet for each child. The teacher will mark the height of each student on the sheet of butcher paper. • The students will place dye cut hands on their prepared butcher starting from the bottom. Placing one above the other in a straight line until they get to the pre-drawn line. • After they are placed on the wall the students will predict, count, compare and brainstorm questions about the graphs. <p>Assessment:</p> <ul style="list-style-type: none"> • Correct placement of the tag on the graph • Teachers observation of the class discussion <p>Process Standards:</p> <ul style="list-style-type: none"> • Communication • Connection • Representation 	<ul style="list-style-type: none"> • butcher paper • tags for graphs • mirror • crayons, markers, pencils • tape/tacky • prepared graphs • measuring tape • dye cut hand prints <p><u>Harcourt Math Lessons</u> 1.8, 10.1, 10.2, 10.3, 10.5, 10.6, 10.8,</p>
1 st Nine Weeks Introduce Master	2 nd Nine Weeks Review						
3 rd Nine Weeks Review	4 th Nine Weeks Review						

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1 st , 2 nd , 3 rd , and 4 th Nine Weeks	Strand: <i>Data Analysis and Probability</i>	Standard: <i>Students will understand how to formulate questions, analyze data, and determine probabilities.</i>					
K-4 5-1-2-1	Performance Standard/	Suggested Student Activities/Assessments	Resources/Materials				
<p>Benchmark: <i>Select and use appropriate statistical methods to analyze data.</i></p> <p>*Assessments for End of year Mastery and two mid 9 weeks data points assess Mastery goal</p>	<p>1. Describe simple data and pose questions about the data.</p> <table border="1" data-bbox="401 394 728 545"> <tr> <td data-bbox="401 394 562 469">1st Nine Weeks Introduce Master</td> <td data-bbox="562 394 728 469">2nd Nine Weeks Review</td> </tr> <tr> <td data-bbox="401 469 562 545">3rd Nine Weeks Review</td> <td data-bbox="562 469 728 545">4th Nine Weeks Review</td> </tr> </table>	1 st Nine Weeks Introduce Master	2 nd Nine Weeks Review	3 rd Nine Weeks Review	4 th Nine Weeks Review	<p>Activities:</p> <p>Our pets</p> <ul style="list-style-type: none"> • Students will compare the characteristics of their pets • The students will describe, discuss and ask questions about the pets with partner. • The students will draw a picture or bring a picture of their pet to share. • Then the students will place a tag on a graph that corresponds to a trait of their pet. (e.g. animals with 4, 2, or 0 legs, color, etc.) • The students will count, compare, and brainstorm questions about the graph. <p>Assessment:</p> <ul style="list-style-type: none"> • Correct placement of the tag on the graph • Teachers observation of the class discussion <p>Process Standards:</p> <ul style="list-style-type: none"> • Communication • Connection • Representation 	<ul style="list-style-type: none"> • paper • art supplies • graph <p><u>Harcourt Math Lessons</u> 10.3-5</p>
1 st Nine Weeks Introduce Master	2 nd Nine Weeks Review						
3 rd Nine Weeks Review	4 th Nine Weeks Review						

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<p>1st, 2nd, 3rd, and 4th Nine Weeks</p>	<p>Strand: <i>Data Analysis and Probability</i></p>	<p>Standard: Students will understand how to formulate questions, analyze data, and determine probabilities.</p>					
<p>K-4 5-1-3-1</p>	<p>Performance Standard/</p>	<p>Suggested Student Activities/Assessments</p>	<p>Resources/Materials</p>				
<p>Benchmark: <i>Develop and evaluate inferences and predictions that are based on data.</i></p> <p>*Assessments for End of year Mastery and two mid 9 weeks data points assess Mastery goal</p>	<p>1. Make simple predictions.</p> <table border="1" data-bbox="401 370 726 516"> <tr> <td>1st Nine Weeks Introduce</td> <td>2nd Nine Weeks Review</td> </tr> <tr> <td>3rd Nine Weeks Review</td> <td>4th Nine Weeks Master</td> </tr> </table>	1 st Nine Weeks Introduce	2 nd Nine Weeks Review	3 rd Nine Weeks Review	4 th Nine Weeks Master	<p>Activities:</p> <ul style="list-style-type: none"> The students will survey how many pockets two classmates have. Then they will draw a picture or use tally marks to show how many pockets the two students have and write the number for the total number of pockets. The students will then predict if four children will have more or fewer pockets. The students will then need to check their prediction by counting how many pockets four classmates have. Draw a picture to show how many pockets in all. Write how many pockets the four classmates have. The students will compare their prediction with the number of pockets the four children had. The students will explain how they predicted whether four children would have more or fewer pockets than two children. <p>Assessment:</p> <ul style="list-style-type: none"> Teacher observation of class discussion Student product <p>Process Standards:</p> <ul style="list-style-type: none"> Problem Solving Communication Connection Representation 	<ul style="list-style-type: none"> clothes with pockets paper and pencil <p><u>Harcourt Math Lessons</u> 10.9</p>
1 st Nine Weeks Introduce	2 nd Nine Weeks Review						
3 rd Nine Weeks Review	4 th Nine Weeks Master						

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1 st , 2 nd , 3 rd , and 4 th Nine Weeks	Strand: <i>Data Analysis and Probability</i>	Standard: Students will understand how to formulate questions, analyze data, and determine probabilities.					
K-4 5-1-4-1	Performance Standard/	Suggested Student Activities/Assessments	Resources/Materials				
Benchmark: <i>Understand and apply basic concepts of probability.</i> *Assessments for End of year Mastery and two mid 9 weeks data points assess Mastery goal	1. Answer questions that relate to the possibility of familiar events happening or not. <table border="1" data-bbox="401 418 726 594"> <tr> <td data-bbox="401 418 562 493">1st Nine Weeks Introduce</td> <td data-bbox="562 418 726 493">2nd Nine Weeks Review</td> </tr> <tr> <td data-bbox="401 493 562 594">3rd Nine Weeks Review</td> <td data-bbox="562 493 726 594">4th Nine Weeks Review Master</td> </tr> </table>	1 st Nine Weeks Introduce	2 nd Nine Weeks Review	3 rd Nine Weeks Review	4 th Nine Weeks Review Master	Activities: <ul style="list-style-type: none"> The students discuss which event is more likely to happen and how they know (e.g. Could a lion come to visit you? Could you visit a lion? Would you build with blocks at the playground? Would you build with sand on the playground? etc.). As a whole class, using two cups place bean seeds between cotton and the sides of the clear plastic cups. Dampen the cotton in one cup and soak the cotton in the other. The students will predict whether the seeds in each cup are more likely or less likely to sprout. In three days the students will check to see what the actual outcomes were. The students will then compare and discuss heir predictions with what actually happened. Assessment: <ul style="list-style-type: none"> Teacher observation of class discussions Student prediction Process Standards: <ul style="list-style-type: none"> Reasoning and Proof Communication Connection 	<ul style="list-style-type: none"> bean seeds 2 clear plastic cups cotton balls water <u>Harcourt Math Lessons</u> 10.8
1 st Nine Weeks Introduce	2 nd Nine Weeks Review						
3 rd Nine Weeks Review	4 th Nine Weeks Review Master						