

Lakewood City Schools Mathematics Course of Study – Kindergarten

Welcome to Kindergarten Mathematics. Below is an outline of four major components of the program you will be using this year.

I. Lakewood City Schools Course of Study

- Arranged by mandated Academic Content Standards
- Each Standard is coordinated with K-2 Benchmarks and Grade Level Indicators
- Lakewood City Schools Course of Study is aligned with the Ohio Department of Education’s Academic Content Standards

II. Pacing & Sequencing Chart

- A functional and fluid document meant to be utilized by teachers
- Grade Level Indicators reference Content Standards defined in the Lakewood City Schools Course of Study
- Suggested time frame included for pacing units
- Lesson modifications meant to assist teacher with planning
- Inclusion of teacher notes encouraged as lessons are implemented

III. Everyday Mathematics Teacher’s Manual

- Provides a comprehensive overview
- Introductory pages at the beginning of each lesson include essential strategies and information
- Instructional strategies offered throughout the lesson
- Structured in 3 parts:
 - 1) Teaching the Lesson (main objective)
 - 2) Ongoing Learning and Practice (extending skill)
 - 3) Options for Individualizing (remedial or enrichment activities)
- Everyday Mathematics Content by Strand Pacing Chart

IV. Everyday Mathematics Teacher Reference Manual

- Includes useful suggestions for implementation of Everyday Mathematics
- Provides ideas for organizing curriculum, students and materials
- Easily accessible source of reliable mathematical knowledge
- Essential to understanding Everyday Mathematics program
- Can enhance personal comfort level of mathematical knowledge

These tools will assist you and your students as you work toward mathematical proficiency.

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Revision I

Lakewood City Schools Mathematics Course of Study – Kindergarten

Mathematical Processes Standard

Students use mathematical processes and knowledge to solve problems. Students apply problem-solving and decision-making techniques, and communicate mathematical ideas.

NOTE: Mathematical processes are used in all content areas and should be incorporated within instruction and assessment of the content specific standards and benchmarks.

K-2 Benchmarks	Grade Level Indicators
<p>A. Use a variety of strategies to understand problem situations; e.g., discussing with peers, stating problems in own words, modeling problems with diagrams or physical materials, identifying a pattern.</p> <p>B. Identify and restate in own words the question or problem and the information needed to solve the problem.</p> <p>C. Generate alternative strategies to solve problems.</p> <p>D. Evaluate the reasonableness of predictions, estimations and solutions.</p> <p>E. Explain to others how a problem was solved.</p> <p>F. Draw pictures and use physical models to represent problem situations and solutions.</p> <p>G. Use invented and conventional symbols and common language to describe a problem situation and solution.</p> <p>H. Recognize the mathematical meaning of common words and phrases, and relate everyday language to mathematical language and symbols.</p> <p>I. Communicate mathematical thinking by using everyday language and appropriate mathematical language.</p>	<p>By the end of Kindergarten, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate reasoning and explain thinking about mathematics. <ol style="list-style-type: none"> a. Use empirical (observations or experiences) approaches with objects and pictures to show reasoning (example: match the two groups of objects to determine which groups has more or less); b. Use empirical (observations or experiences) approaches with objects and pictures to explain thinking about mathematical situations. <ul style="list-style-type: none"> • Use one attribute to reason sorting, classification and patterns (size, shape, etc.)

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Standard 1 - Number, Number Sense and Operations

Students demonstrate number sense including an understanding of number systems and operations, and how they relate to one another. Students compute fluently and make reasonable estimates using paper and pencil, technology-supported and mental methods.

SMART Essential Focus: Students should know how to count, order, and compare objects and numbers.

K-2 Benchmarks	Grade Level Indicators	Corresponding Everyday Mathematics Teacher Edition Pages
<p>A. Use place value concepts to represent whole numbers using numerals, words and physical models.</p> <p>B. Recognize, classify, compare and order whole numbers.</p> <p>C. Represent commonly used fractions using words and physical models.</p> <p>D. Determine the value of a collection of coins and dollar bills.</p> <p>E. Make change using coins for values up to one dollar.</p> <p>F. Count, using numerals and ordinal numbers.</p> <p>G. Model, represent and explain addition as combining sets and counting on.</p> <p>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole</p>	<p>By the end of Kindergarten, the student will:</p> <p>Number and Number Systems</p> <ol style="list-style-type: none"> 1. Compare and order whole numbers up to 10. (B) 2. Explain rules of counting, such as each object should be counted once and that order does not change the number. (F) 3. Count to twenty; e.g., in play situations or while reading number books. (F) 4. Determine “how many” in sets (groups) of 10 or fewer objects. (F) 5. Relate, read and write numerals for single-digit numbers (0 to 9). (A) 6. Construct multiple sets of objects each containing the same number of objects. (I) 7. Compare the number of objects in two or more sets when one set has one or two more, or one or two fewer objects. (B) <p style="text-align: center;">Letters in bold correspond to related benchmarks.</p>	<p>28, 29, 35, 50</p> <p>20, 21</p> <p>10, 11, 30, 31, 112, 113</p> <p>10, 11, 21, 36, 176</p> <p>70, 77, 79, 112, 113, 115, 120, 121, 140</p> <p>20, 21, 37, 38, 39, 270, 271</p> <p>94, 196, 197</p>

<p>I. Model, represent and explain multiplication as repeated addition, rectangular arrays and skip counting.</p> <p>J. Model, represent and explain division as sharing equally, repeated subtraction and rectangular arrays.</p>	<p>8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing number; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green. (G, H, K)</p> <p>9. Identify and state the value of a penny, nickel and dime. (D)</p>	<p>232, 233</p> <p>15, 40, 41, 42, 88, 142, 143, 144, 145, 172, 173, 177</p>
<p>K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions.</p> <p>L. Demonstrate fluency in adding and subtracting multiples of 10, and recognize combinations that make 10.</p> <p>M. Add and subtract two-digit numbers with and without regrouping.</p>	<p>Measuring of Operations</p> <p>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example:</p> <ul style="list-style-type: none"> a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount. b. Count on (forward) and count back (backward) on a number line between 0 and 10. (G, H) <p>11. Demonstrate joining multiple groups of objects, each containing 3 bags of candy, each containing 2 pieces. (I)</p> <p>12. Partition or share a small set of objects into groups of equal size; e.g., sharing 6 sticker equally among 3 children. (J)</p>	<p>10, 87, 90, 91, 94, 132, 133, 196, 197, 198, 199, 201, 202, 203, 211, 226, 227, 228, 229, 230</p> <p>141, 167, 175, 206, 207, 260, 261, 285</p> <p>256, 247</p>
	<p>Computation and Estimation</p> <p>13. Recognize the number or quantity of sets up to 5 without counting; e.g., recognize without counting the dot arrangement on a domino as 5. (B)</p> <p>Letters in bold correspond to related benchmarks.</p>	<p>27</p>

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Standard 2 - Measurement

Students estimate and measure to a required degree of accuracy and precision by selecting and using appropriate units, tools and technologies.

SMART Essential Focuses: Students should know how to recognize intervals of time on a calendar, and how to use nonstandard units to measure.

K-2 Benchmarks	Grade Level Indicators	Corresponding Everyday Mathematics Teacher Edition Pages
<p>A. Explain the need for standard units of measure.</p> <p>B. Select appropriate units for length, weight, volume (capacity) and time, using:</p> <ul style="list-style-type: none"> • objects; i.e., non-standard units; • U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year; • metric units: centimeter, meter, gram and liter. <p>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.</p> <p>D. Apply measurement techniques to measure length, weight and volume (capacity).</p> <p>E. Recognize that using different units of measurement will yield different numbers for the same measurement.</p>	<p>By the end of Kindergarten, the student will:</p> <p>Measurement Units</p> <ol style="list-style-type: none"> 1. Identify units of time (day, week, month, year) and compare calendar elements; e.g., weeks are longer than days. (B, C) 	<p>10, 11, 30, 31</p>
	<p>Use Measurement Techniques and Tools</p> <ol style="list-style-type: none"> 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. (B, C) 3. Measure length and volume (capacity) using uniform objects in the environment. For example, find: <ol style="list-style-type: none"> a. how many paper clips long is a pencil; b. how many small containers it takes to fill one big container using sand, rice, beans. (D) 4. Order events based on time. For example: <ol style="list-style-type: none"> a. activities that take a long or short time; b. review what we do first, next, last; c. recall what we did or plan to do yesterday, today, tomorrow. (C) 	<p>Pages for objectives 2 & 3: 12, 13, 46, 48, 92, 93, 136, 137, 138, 139, 146, 147, 148, 149, 150, 151, 236, 239</p> <p>10, 11, 17, 18, 19, 30, 31</p>
<p>Letters in bold correspond to related benchmarks.</p>		

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Standard 3 - Geometry and Spatial Sense

Students identify, classify, compare and analyze characteristics, properties and relationships of one-, two-, and three-dimensional geometric figures and objects. Students use spatial reasoning, properties of geometric objects and transformations to analyze mathematical situations and solve problems.

SMART Essential Focus: Students should know how to identify and describe common shapes

K-2 Benchmarks	Grade Level Indicators	Corresponding Everyday Mathematics Teacher Edition Pages
<p>A. Describe and create plane figures: circle, rectangle, square, triangle, hexagon, trapezoid, parallelogram and rhombus, and identify them in the environment.</p> <p>B. Describe solid objects: cube, rectangular prism, sphere, cylinder, cone and pyramid, and identify them in the environment.</p> <p>C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties.</p> <p>D. Identify, explain and model</p>	<p>By the end of Kindergarten, the student will:</p> <p>Characteristics and Properties</p> <ol style="list-style-type: none"> 1. Identify and sort two-dimensional shapes and three-dimensional objects. For example: <ol style="list-style-type: none"> a. Identify and describe two-dimensional figures and three-dimensional objects from the environment using the child’s own vocabulary. b. Sort shapes and objects into groups based on student-defined categories. c. Select all shapes or objects of one type from a group. d. Build two-dimensional figures using papers shapes or tangrams; build simple three-dimensional objects using blocks. (C) 	<p>16, 59, 72, 73, 105, 110, 111, 162, 218, 219, 220, 271, 272</p>

<p>(superposition, copying) the concept of shapes being congruent and similar.</p> <p>E. Recognize two- and three-dimensional objects from different positions.</p> <p>F. Describe location, using comparative (before, after), directional (above, below), and positional (first, last) words.</p> <p>G. Identify and draw figures with line symmetry.</p>	<p>Spatial Relationships</p> <p>2. Name and demonstrate the relative position of objects as follows:</p> <p>a. place objects over, under, inside, outside, on, beside, between, above, below, on top of, upside-down, behind, in back of, in front of;</p> <p>b. describe placement of objects with terms, such as on, inside, outside, above, below, over, under, beside, between, in front of, behind. (F)</p> <p>Letters in bold correspond to related benchmarks.</p>	<p>Teacher generated materials and centers – Home Link #5)</p>
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Standard 4 - Patterns, Functions and Algebra

Students use patterns, relations and functions to model, represent and analyze problem situations that involve variable quantities. Students analyze, model and solve problems using various representations such as tables, graphs and equations.

SMART Essential Focus: Students should know how to sort objects according to an attribute.

K-2 Benchmarks	Grade Level Indicators	Corresponding Everyday Mathematics Teacher Edition Pages
<p>A. Sort, classify and order objects by size, number and other properties, and describe the attributes used.</p> <p>B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.</p> <p>C. Create and extend patterns, and describe the rule in words.</p> <p>D. Model problem situations, using objects, pictures, numbers and other symbols.</p> <p>E. Solve open sentences and explain strategies.</p> <p>F. Represent an unknown quantity as a variable using a symbol, such as \square, Δ, O.</p> <p>G. Describe and compare qualitative and quantitative changes.</p>	<p>By the end of Kindergarten, the student will:</p> <p>Use Patterns, Relations and Functions</p> <ol style="list-style-type: none"> 1. Sort, classify and order objects by size, number and other properties. For example: <ol style="list-style-type: none"> a. Identify how objects are alike and different. b. Order three events or objects according to a given attribute, such as time or size. c. Recognize and explain how objects can be classified in more than one way. d. Identify what attribute was used to sort groups of objects that have already been sorted. (A) 2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10. (B) 3. Describe orally the pattern of a given sequence. (C) 	<p>37, 39, 99, 166</p> <p>39, 183</p> <p>(Teacher directed oral descriptions)</p>
	<p>Use Algebraic Representations</p> <ol style="list-style-type: none"> 4. Model a problem situation using physical materials. (D) <p style="text-align: center;">Letters in bold correspond to related benchmarks.</p>	

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Standard 5 - Data Analysis and Probability

Students pose questions and collect, organize, represent, interpret and analyze data to answer those questions. Students develop and evaluate inferences, predictions and arguments that are based on data.

SMART Essential Focus: Students should know how to represent data by sorting and classifying objects according to attributes.

K-2 Benchmarks	Grade Level Indicators	Corresponding Everyday Mathematics Teacher Edition Pages
<p>A. Pose questions and gather data about everyday situations and familiar objects.</p> <p>B. Sort and classify objects by attributes, and organize data into categories in a simple table or chart.</p> <p>C. Represent data using objects, picture graphs and bar graphs.</p> <p>D. Describe the probability of chance events as more, less or equally likely to occur.</p>	<p>By the end of Kindergarten, the student will:</p> <p>Data Collection</p> <ol style="list-style-type: none"> 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes. (A) 2. Arrange objects in a floor or table graph according to attributes, such as use, size, color or shape. (B) 	<p>32, 37, 39, 99</p> <p>24, 25, 56, 57, 99, 166, 183, 244</p>
	<p>Statistical Methods</p> <ol style="list-style-type: none"> 3. Select the category or categories that have the most or fewest objects in a floor or table graph. (B) 	<p>17, 52, 53, 100, 101, 161, 184, 185, 296</p>
<p>Letters in bold correspond to related benchmarks.</p>		

Key Information about Kindergarten Everyday Mathematics Program

Recommendations for the Teacher:

- Familiarize yourself with the content standards for Kindergarten mathematics found on pages K-1 – K-8 preceding this document. Each grade level indicator connects with strands in the Everyday Mathematics Program.
- The Kindergarten Everyday Mathematics Content by Strand Chart (green) will give you an overview of the entire year’s lessons month-by-month.
- Reading through the Introduction, pages 1 – 8, in the Everyday Mathematics Teacher’s Guide will help with setting up and running the ongoing daily routines.
- Thorough preparation of daily lessons is required for the teaching of Everyday Mathematics. To help prepare your lessons, study and work through all aspects of the individual lessons. Refer to the Teacher’s Reference Manual and ask other professionals for additional support.
- Lesson titles that are in bold print in the Teacher’s Guide, and on the green Content by Strand Chart, are the “Core Activities” that should be taught. Other lessons are designed to enhance those core activities and are included as time permits.
- Many of the lessons, after direct instruction, are designed to become center activities for the students to review and explore at their own pace.

Kindergarten – Pacing & Sequencing Chart for Everyday Mathematics Program

Key: NNS & O = Number, Number Sense & Operations Standard
 M = Measurement Standard
 G & SS = Geometry & Spatial Sense Standard

PF & A = Patterns, Functions & Algebra Standard
 DA & P = Data Analysis & Probability Standard
 MP = Mathematical Processes

Title of Everyday Mathematics Strand	Content Standards Grade Level Indicators	Month: August – September (Pages 10-26) Modifications Teacher Suggestions	Lesson Planning and Assessment
Ongoing Daily Routines	<p>NNS & O:</p> <ol style="list-style-type: none"> 1. Compare and order whole numbers up to 10. 2. Explain rules of counting, such as each object should be counted once and that order does not change the number. 3. Count to twenty; e.g., in play situations or while reading number books. 4. Determine “how many” in sets (groups) of 10 or fewer objects. 6. Construct multiple sets of objects each containing the same number of objects. 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example: <ol style="list-style-type: none"> a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount. b. Count on (forward) and count back (backward) on a number line between 0 and 10. <p>M:</p> <ol style="list-style-type: none"> 1. Identify units of time (day, week, month, year) and compare calendar elements; e.g., weeks are longer than days. 	<p>August – September</p> <ul style="list-style-type: none"> • Pages 10 – 26 Teacher’s Guide 	<p>Verbs:</p> <ul style="list-style-type: none"> • Demonstrate reasoning and explain <ul style="list-style-type: none"> • Use • Reason • Compare and order • Explain rules • Count • Determine • Relate, read and write • Construct • Compare • Arrange • Represent • Identify and state • Model and represent • Demonstrate • Partition or share • Recognize • Gather and sort • Identify • Measure

	<p>4. Order events based on time. For example:</p> <ol style="list-style-type: none"> activities that take a long or short time; review what we do first, next, last; recall what we did or plan to do yesterday, today, tomorrow. <p>PF & A:</p> <p>2. Identify, create, extend and copy sequences of sound (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10.</p> <p>DA & P:</p> <p>1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes.</p>		<p>Verbs: (continued)</p> <ul style="list-style-type: none"> Order Identify and sort Describe Sort Select Build Name and demonstrate Sort, classify and order Identify, create, extend and copy
Numeration	<p>NNS & O:</p> <ol style="list-style-type: none"> Compare and order whole numbers up to 10. Relate, read and write numerals for single-digit numbers (0 to 9). 	<p>August - September</p> <ul style="list-style-type: none"> Pages 22 - 23 Teacher's Guide 	
Geometry	<p>G & SS:</p> <ol style="list-style-type: none"> Identify and sort two-dimensional shapes and three-dimensional objects. For example: <ol style="list-style-type: none"> Identify and describe two-dimensional figures and three-dimensional objects from the environment using the child's own vocabulary. Sort shapes and objects into groups based on student-defined categories. 	<p>August – September</p> <ul style="list-style-type: none"> Page 16 Teacher's Guide 	
Measurement	<p>M:</p> <ol style="list-style-type: none"> Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. 	<p>August – September</p> <ul style="list-style-type: none"> Pages 12 -13 Teacher's Guide 	
Money	<p>NNS & O:</p> <ol style="list-style-type: none"> Identify and state the value of a penny, nickel and dime. 	<p>August – September</p> <ul style="list-style-type: none"> Page 15 Teacher's Guide 	

Title of Everyday Mathematics Strand	Content Standards Grade Level Indicators	Month: October (Pages 27-48) Modifications Teacher Suggestions	Lesson Planning and Assessment
Ongoing Daily Routines	<p>NNS & O:</p> <ol style="list-style-type: none"> 1. Compare and order whole numbers up to 10. 3. Count to twenty; e.g., in play situations or while reading number books. 5. Relate, read and write numerals for single-digit numbers (0 to 9). 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example: <ol style="list-style-type: none"> a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount. b. Count on (forward) and count back (backward) on a number line between 0 and 10. <p>M:</p> <ol style="list-style-type: none"> 1. Identify units of time (day, week, month, year) and compare calendar elements; e.g., weeks are longer than days. 4. Order events based on time. For example: <ol style="list-style-type: none"> a. activities that take a long or short time; b. review what we do first, next, last; c. recall what we did or plan to do yesterday, today, tomorrow. <p>PF & A:</p> <ol style="list-style-type: none"> 1. Sort, classify and order objects by size, number and other properties. For example: b. Order three events or objects according to a given attribute, such as time or size. 	<p>October</p> <ul style="list-style-type: none"> • Pages 30 -31 Teacher’s Guide 	

	<p>DA & P:</p> <ol style="list-style-type: none"> 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes. 2. Arrange objects in a floor or table graph according to attributes, such as use, size, color or shape. 3. Select the category or categories that have the most or fewest objects in a floor or table graph. 		
<p>Numeration</p>	<p>NNS & O:</p> <ol style="list-style-type: none"> 1. Compare and order whole numbers up to 10. 2. Explain rules of counting, such as each object should be counted once and that order does not change the number. 3. Count to twenty; e.g., in play situations or while reading number books. 4. Determine “how many” in sets (groups) of 10 or fewer objects. 5. Relate, read and write numerals for single-digit numbers (0 to 9). 6. Construct multiple sets of objects each containing the same number of objects. 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example: <ol style="list-style-type: none"> a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount. b. Count on (forward) and count back (backward) on a number line between 0 and 10. <p>PF & A:</p> <ol style="list-style-type: none"> 2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10. 	<p>October</p> <ul style="list-style-type: none"> • Pages 27 -28 and 33 – 35 Teacher’s Guide 	

Patterns and Functions	<p>PF & A:</p> <ol style="list-style-type: none"> 1. Sort, classify and order objects by size, number and other properties. For example: <ol style="list-style-type: none"> a. Identify how objects are alike and different. c. Recognize and explain how objects can be classified in more than one way. d. Identify what attribute was used to sort groups of objects that have already been sorted. 	<p>October</p> <ul style="list-style-type: none"> • Pages 37 and 39 Teacher’s Guide 	
Measurement	<p>M:</p> <ol style="list-style-type: none"> 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. 3. Measure length and volume (capacity) using uniform objects in the environment. For example, find: <ol style="list-style-type: none"> a. how many papers clips long is a pencil; b. how many small containers it takes to fill one big container using sand, rice, beans. 	<p>October</p> <ul style="list-style-type: none"> • Pages 43, 46 and 48 Teacher’s Guide 	
Money	<p>NNS & O:</p> <ol style="list-style-type: none"> 9. Identify and state the value of a penny, nickel and dime. 	<p>October</p> <ul style="list-style-type: none"> • Pages 40 – 41 Teacher’s Guide 	
Data and Chance	<p>DA & P:</p> <ol style="list-style-type: none"> 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes. 2. Arrange objects in a floor or table graph according to attributes, such as use, size, color or shape. 3. Select the category or categories that have the most or fewest objects in a floor or table graph. 	<p>October</p> <ul style="list-style-type: none"> • Page 32 Teacher’s Guide 	

Title of Everyday Mathematics Strand	Content Standards Grade Level Indicators	Month: November (Pages 49-88) Modifications Teacher Suggestions	Lesson Planning and Assessment
Ongoing Daily Routines	<p>NNS & O:</p> <ol style="list-style-type: none"> 1. Compare and order whole numbers up to 10. 2. Explain rules of counting, such as each object should be counted once and that order does not change the number. 3. Count to twenty; e.g., in play situations or while reading number books. 4. Determine “how many” in sets (groups) of 10 or fewer objects. <p>M:</p> <ol style="list-style-type: none"> 1. Identify units of time (day, week, month, year) and compare calendar elements; e.g., weeks are longer than days. 4. Order events based on time. For example: <ol style="list-style-type: none"> a. activities that take a long or short time; b. review what we do first, next, last; c. recall what we did or plan to do yesterday, today, tomorrow. <p>PF & A:</p> <ol style="list-style-type: none"> 1. Sort, classify and order objects by size, number and other properties. For example: <ol style="list-style-type: none"> a. Identify how objects are alike and different. b. Order three events or objects according to a given attribute, such as time or size. c. Recognize and explain how objects can be classified in more than one way. d. Identify what attribute was used to sort groups of objects that have already been sorted. 3. Describe orally the pattern of a given sequence. 	<p>November</p> <ul style="list-style-type: none"> • Pages 52 – 53 and 56 – 57 Teacher’s Guide 	

	<p>DA & P:</p> <ol style="list-style-type: none"> 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes. 2. Arrange objects in a floor or table graph according to attributes, such as use, size, color or shape. 3. Select the category or categories that have the most or fewest objects in a floor or table graph. 		
Numeration	<p>NNS & O:</p> <ol style="list-style-type: none"> 1. Compare and order whole numbers up to 10. 2. Explain rules of counting, such as each object should be counted once and that order does not change the number. 3. Count to twenty; e.g., in play situations or while reading number books. 5. Relate, read and write numerals for single-digit numbers (0 to 9). 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example: <ol style="list-style-type: none"> a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount. b. Count on (forward) and count back (backward) on a number line between 0 and 10. <p>G & SS:</p> <ol style="list-style-type: none"> 2. Name and demonstrate the relative position of objects as follows: <ol style="list-style-type: none"> a. place objects over, under, inside, outside, on, beside, between, above, below, on top of, upside-down, behind, in back of, in front of; b. describe placement of objects with terms, such as on, inside, outside, above, below, over, under, beside, between, in front of, behind. 	<p>November</p> <ul style="list-style-type: none"> • Pages 50, 66 and 82 – 85 Teacher’s Guide 	

Operations	<p>NNS & O:</p> <p>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example:</p> <p>a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount.</p> <p>b. Count on (forward) and count back (backward) on a number line between 0 and 10.</p>	<p>November</p> <ul style="list-style-type: none"> Page 87 Teacher's Guide 	
Patterns and Functions	<p>PF & A:</p> <p>2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10.</p> <p>3. Describe orally the pattern of a given sequence.</p>	<p>November</p> <ul style="list-style-type: none"> Pages 75 – 76 Teacher's Guide 	
Geometry	<p>G & SS:</p> <p>1. Identify and sort two-dimensional shapes and three-dimensional objects. For example:</p> <p>a. Identify and describe two-dimensional figures and three-dimensional objects from the environment using the child's own vocabulary.</p> <p>b. Sort shapes and objects into groups based on student-defined categories.</p> <p>c. Select all shapes or objects of one type from a group.</p> <p>d. Build two-dimensional figures using paper shapes or tangrams; build simple three-dimensional objects using blocks.</p> <p>2. Name and demonstrate the relative position of objects as follows:</p> <p>a. place objects over, under, inside, outside, on, beside, between, above, below, on top of, upside-down, behind, in back of, in front of;</p> <p>b. describe placement of objects with terms, such as on, inside, outside, above, below, over, under, beside, between, in front of, behind.</p>	<p>November</p> <ul style="list-style-type: none"> Pages 59, 62 – 63 and 72 – 73 Teacher's Guide. 	

Money	<p>NNS & O:</p> <ol style="list-style-type: none"> 3. Count to twenty; e.g., in play situations or while reading number books. 5. Relate, read and write numerals for single-digit numbers (0 to 9). 9. Identify and state the value of a penny, nickel and dime. 	<p>November</p> <ul style="list-style-type: none"> • Page 88 Teacher's Guide 	
Clocks and Calendars	<p>NNS & O:</p> <ol style="list-style-type: none"> 1. Compare and order whole numbers up to 10. 5. Relate, read and write numerals for single-digit numbers (0 to 9). 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green. <p>M:</p> <ol style="list-style-type: none"> 1. Identify units of time (day, week, month, year) and compare calendar elements; e.g., weeks are longer than days. 	<p>November</p> <ul style="list-style-type: none"> • Pages 54 – 55 Teacher's Guide 	

Title of Everyday Mathematics Strand	Content Standards Grade Level Indicators	Month: December (Pages 89-118) Modifications Teacher Suggestions	Lesson Planning and Assessment
Ongoing Daily Routines	M: 1. Identify units of time (day, week, month, year) and compare calendar elements; e.g., weeks are longer than days.	December <ul style="list-style-type: none"> • Pages 30 and 54 Teacher’s Guide. 	
Numeration	NNS & O: 2. Explain rules of counting, such as each object should be counted once and that order does not change the number. 3. Count to twenty; e.g., in play situations or while reading number books. 5. Relate, read and write numerals for single-digit numbers (0 to 9).	December <ul style="list-style-type: none"> • Pages 112 – 113, 115 and 118 Teacher’s Guide. 	
Operations	NNS & O: 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green. 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example: a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount. b. Count on (forward) and count back (backward) on a number line between 0 and 10. PF & A: 4. Model a problem situation using physical materials.	December <ul style="list-style-type: none"> • Pages 90 – 91 Teacher’s Guide. 	

<p>Patterns and Functions</p>	<p>NNS & O:</p> <p>8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.</p> <p>PF & A:</p> <p>1. Sort, classify and order objects by size, number and other properties. For example:</p> <ol style="list-style-type: none"> Identify how objects are alike and different. Order three events or objects according to a given attribute, such as time or size. Recognize and explain how objects can be classified in more than one way. Identify what attribute was used to sort groups of objects that have already been sorted. <p>2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10.</p> <p>3. Describe orally the pattern of a given sequence.</p>	<p>December</p> <ul style="list-style-type: none"> Pages 99 and 102 – 103 Teacher’s Guide. 	
<p>Geometry</p>	<p>G & SS:</p> <p>1. Identify and sort two-dimensional shapes and three-dimensional objects. For example:</p> <ol style="list-style-type: none"> Identify and describe two-dimensional figures and three-dimensional objects from the environment using the child’s own vocabulary. Sort shapes and objects into groups based on student-defined categories. Select all shapes or objects of one type from a group. Build two-dimensional figures using paper shapes or tangrams; build simple three-dimensional objects using blocks. <p>2. Name and demonstrate the relative position of objects as follows:</p> <ol style="list-style-type: none"> place objects over, under, inside, outside, on, beside, between, above, below, on top of, upside-down, behind, in back of, in front of; describe placement of objects with terms, such as on, inside, outside, above, below, over, under, beside, between, in front of, behind. 	<p>December</p> <ul style="list-style-type: none"> Pages 105 – 107 and 110 – 111 Teacher’s Guide. 	

	<p>PF & A:</p> <ol style="list-style-type: none"> 1. Sort, classify and order objects by size, number and other properties. For example: <ol style="list-style-type: none"> a. Identify how objects are alike and different. b. Order three events or objects according to a given attribute, such as time or size. c. Recognize and explain how objects can be classified in more than one way. d. Identify what attribute was used to sort groups of objects that have already been sorted. 		
Measurement	<p>M:</p> <ol style="list-style-type: none"> 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. 3. Measure length and volume (capacity) using uniform objects in the environment. For example, find: <ol style="list-style-type: none"> a. how many paper clips long is a pencil; b. how many small containers it takes to fill one big container using sand, rice, beans. 	<p>December</p> <ul style="list-style-type: none"> • Pages 92 – 93 Teachers’ Guide. 	
Data and Chance	<p>M:</p> <ol style="list-style-type: none"> 4. Order events based on time. For example: <ol style="list-style-type: none"> a. activities that take a long or short time; b. review what we do first, next, last; c. recall what we did or plan to do yesterday, today, tomorrow. <p>DA & P:</p> <ol style="list-style-type: none"> 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes. 2. Arrange objects in a floor or table graph according to attributes, such as use, size, color or shape. 3. Select the category or categories that have the most or fewest objects in a floor or table graph. 	<p>December</p> <ul style="list-style-type: none"> • Page 32 Teacher’s Guide. 	

Title of Everyday Mathematics Strand	Content Standards Grade Level Indicators	Month: January (Pages 119-155) Modifications Teacher Suggestions	Lesson Planning and Assessment
Ongoing Daily Routines	<p>M:</p> <ol style="list-style-type: none"> 4. Order events based on time. For example: <ol style="list-style-type: none"> a. activities that take a long or short time; b. review what we do first, next, last; c. recall what we did or plan to do yesterday, today, tomorrow. <p>DA & P:</p> <ol style="list-style-type: none"> 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes. 2. Arrange objects in a floor or table graph according to attributes, such as use, size, color or shape. 3. Select the category or categories that have the most or fewest objects in a floor or table graph. 	<p>January</p> <ul style="list-style-type: none"> • Page 17 Teacher’s Guide. 	
Numeration	<p>NNS & O:</p> <ol style="list-style-type: none"> 1. Compare and order whole numbers up to 10. 2. Explain rules of counting, such as each object should be counted once and that order does not change the number. 3. Count to twenty; e.g., in play situations or while reading number books. 4. Determine “how many” in sets (groups) of 10 or fewer objects. 5. Relate, read and write numerals for single-digit numbers (0 to 9). 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example: <ol style="list-style-type: none"> a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount. b. Count on (forward) and count back (backward) on a number line between 0 and 10. 	<p>January</p> <ul style="list-style-type: none"> • Pages 120 – 131 and 141 Teacher’s Guide. 	

Operations	<p>NNS & O:</p> <p>8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.</p> <p>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example:</p> <p>a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount.</p> <p>b. Count on (forward) and count back (backward) on a number line between 0 and 10.</p>	<p>January</p> <ul style="list-style-type: none"> • Pages 132 – 133 Teacher’s Guide. 	
Measurement	<p>M:</p> <p>1. Identify units of time (day, week, month, year) and compare calendar elements; e.g., weeks are longer than days.</p> <p>2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less.</p> <p>3. Measure length and volume (capacity) using uniform objects in the environment. For example, find:</p> <p>a. how many paper clips long is a pencil;</p> <p>b. how many small containers it takes to fill one big container using sand, rice, beans.</p> <p>4. Order events based on time. For example:</p> <p>a. activities that take a long or short time;</p> <p>b. review what we do first, next, last;</p> <p>c. recall what we did or plan to do yesterday, today, tomorrow.</p>	<p>January</p> <ul style="list-style-type: none"> • Pages 134, 136 – 139 and 146 – 151 Teacher’s Guide. 	
Money	<p>NNS & O:</p> <p>7. Compare the number of objects in two or more sets when one set has one or two more, or one or two fewer objects.</p> <p>9. Identify and state the value of a penny, nickel and dime.</p>	<p>January</p> <ul style="list-style-type: none"> • Pages 142 and 144 – 145 Teacher’s Guide. 	<ul style="list-style-type: none"> •

Title of Everyday Mathematics Strand	Content Standards Grade Level Indicators	Month: February (Pages 156-189) Modifications Teacher Suggestions	Lesson Planning and Assessment
Ongoing Daily Routines	<p>NNS & O:</p> <ol style="list-style-type: none"> 1. Compare and order whole numbers up to 10. 3. Count to twenty; e.g., in play situations or while reading number books. <p>M:</p> <ol style="list-style-type: none"> 1. Identify units of time (day, week, month, year) and compare calendar elements; e.g., weeks are longer than days. 	<p>February</p> <ul style="list-style-type: none"> • Pages 10 and 212 – 213 Teacher’s Guide. 	
Numeration	<p>NNS & O:</p> <ol style="list-style-type: none"> 1. Compare and order whole numbers up to 10. 5. Relate, read and write numerals for single-digit numbers (0 to 9). 9. Identify and state the value of a penny, nickel and dime. <p>DA & P:</p> <ol style="list-style-type: none"> 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes. 	<p>February</p> <ul style="list-style-type: none"> • Pages 167, 169 – 170, 174 – 176 and 189 Teacher’s Guide. 	
Patterns and Functions	<p>PF & A:</p> <ol style="list-style-type: none"> 1. Sort, classify and order objects by size, number and other properties. For example: <ol style="list-style-type: none"> a. Identify how objects are alike and different. b. Order three events or objects according to a given attribute, such as time or size. c. Recognize and explain how objects can be classified in more than one way. d. Identify what attribute was used to sort groups of objects that have already been sorted. 2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10. 3. Describe orally the pattern of a given sequence. 	<p>February</p> <ul style="list-style-type: none"> • Pages 166 and 183 Teacher’s Guide. 	

Geometry	<p>G & SS:</p> <ol style="list-style-type: none"> 1. Identify and sort two-dimensional shapes and three-dimensional objects. For example: <ol style="list-style-type: none"> a. Identify and describe two-dimensional figures and three-dimensional objects from the environment using the child’s own vocabulary. b. Sort shapes and objects into groups based on student-defined categories. c. Select all shapes or objects of one type from a group. d. Build two-dimensional figures using paper shapes or tangrams; build simple three-dimensional objects using blocks. 2. Name and demonstrate the relative position of objects as follows: <ol style="list-style-type: none"> a. place objects over, under, inside, outside, on, beside, between, above, below, on top of, upside-down, behind, in back of, in front of; b. describe placement of objects with terms, such as on, inside, outside, above, below, over, under, beside, between, in front of, behind. 	<p>February</p> <ul style="list-style-type: none"> • Page 162 Teacher’s Guide. 	
Measurement	<p>M:</p> <ol style="list-style-type: none"> 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. 	<p>February</p> <ul style="list-style-type: none"> • Page 158 Teacher’s Guide. 	
Money	<p>NNS & O:</p> <ol style="list-style-type: none"> 9. Identify and state the value of a penny, nickel and dime. 	<p>February</p> <ul style="list-style-type: none"> • Guide. 	
Data and Chance	<p>DA & P:</p> <ol style="list-style-type: none"> 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes. 2. Arrange objects in a floor or table graph according to attributes, such as use, size, color or shape. 3. Select the category or categories that have the most or fewest objects in a floor or table graph. 	<p>February</p> <ul style="list-style-type: none"> • Pages 161 and 184 – 185 Teacher’s Guide. 	

Title of Everyday Mathematics Strand	Content Standards Grade Level Indicators	Month: March (Pages 190-225) Modifications Teacher Suggestions	Lesson Planning and Assessment
Ongoing Daily Routines	<p>M:</p> <ol style="list-style-type: none"> 4. Order events based on time. For example: <ol style="list-style-type: none"> a. activities that take a long or short time; b. review what we do first, next, last; c. recall what we did or plan to do yesterday, today, tomorrow. <p>DA & P:</p> <ol style="list-style-type: none"> 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes. 2. Arrange objects in a floor or table graph according to attributes, such as use, size, color or shape. 3. Select the category or categories that have the most or fewest objects in a floor or table graph. 	<p>March</p> <ul style="list-style-type: none"> • Pages 152 – 153 Teacher’s Guide. 	
Numeration	<p>NNS & O:</p> <ol style="list-style-type: none"> 1. Compare and order whole numbers up to 10. 2. Explain rules of counting, such as each object should be counted once and that order does not change the number. 3. Count to twenty; e.g., in play situations or while reading number books. 4. Determine “how many” in sets (groups) of 10 or fewer objects. 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green. <p>PF & A:</p> <ol style="list-style-type: none"> 2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1 to 10. 3. Describe orally the pattern of a given sequence. 	<p>March</p> <ul style="list-style-type: none"> • Pages 206 – 208, 210 – 215 and 222 – 223 Teacher’s Guide. 	

Operations	NNS & O: 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green. 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example: a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount. b. Count on (forward) and count back (backward) on a number line between 0 and 10. 11. Demonstrate joining multiple groups of objects, each containing the same number of objects; e.g., combining 3 bags of candy, each containing 2 pieces. 12. Partition or share a small set of objects into groups of equal size; e.g., sharing 6 stickers equally among 3 children.	March • Pages 196 – 197, 200 – 203 and 217 Teacher’s Guide.	•
Geometry	G & SS: 1. Identify and sort two-dimensional shapes and three-dimensional objects. For example: a. Identify and describe two-dimensional figures and three-dimensional objects from the environment using the child’s own vocabulary. b. Sort shapes and objects into groups based on student-defined categories. c. Select all shapes or objects of one type from a group. d. Build two-dimensional figures using paper shapes or tangrams; build simple three-dimensional objects using blocks. 2. Name and demonstrate the relative position of objects as follows: a. place objects over, under, inside, outside, on, beside, between, above, below, on top of, upside-down, behind, in back of, in front of; b. describe placement of objects with terms, such as on, inside, outside, above, below, over, under, beside, between, in front of, behind.	March • Pages 218 – 220 Teacher’s Guide.	•

Money	NNS & O: 9. Identify and state the value of a penny, nickel and dime.	March • Page 194 Teacher's Guide.	•
Clocks and Calendars	M: 1. Identify units of time (day, week, month, year) and compare calendar elements; e.g., weeks are longer than days. 2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less. 4. Order events based on time. For example: a. activities that take a long or short time; b. review what we do first, next, last; c. recall what we did or plan to do yesterday, today, tomorrow.	March • Pages 191 – 193 Teacher's Guide.	•

Title of Everyday Mathematics Strand	Content Standards Grade Level Indicators	Month: April (Pages 226-266) Modifications Teacher Suggestions	Lesson Planning and Assessment
Ongoing Daily Routines	M: 4. Order events based on time. For example: a. activities that take a long or short time; b. review what we do first, next, last; c. recall what we did or plan to do yesterday, today, tomorrow. DA & P: 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes. 2. Arrange objects in a floor or table graph according to attributes, such as use, size, color or shape. 3. Select the category or categories that have the most or fewest objects in a floor or table graph.	April <ul style="list-style-type: none"> • Pages 54 and 56 – 57 Teacher’s Guide. 	
Numeration	NNS & O: 1. Compare and order whole numbers up to 10. 2. Explain rules of counting, such as each object should be counted once and that order does not change the number. 3. Count to twenty; e.g., in play situations or while reading number books.	April <ul style="list-style-type: none"> • Pages 260 – 262 Teacher’s Guide. 	
Operations	NNS & O: 8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green. 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example: a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one,	April <ul style="list-style-type: none"> • Pages 226, 228 – 230 and 246 – 247 Teacher’s Guide. 	

	<p>two, or another small amount.</p> <p>b. Count on (forward) and count back (backward) on a number line between 0 and 10.</p> <p>11. Demonstrate joining multiple groups of objects, each containing the same number of objects; e.g., combining 3 bags of candy, each containing 2 pieces.</p> <p>12. Partition or share a small set of objects into groups of equal size; e.g., sharing 6 stickers equally among 3 children.</p> <p>13. Recognize the number or quantity of sets up to 5 without counting; e.g., recognize without counting the dot arrangement on a domino as 5.</p>		
Patterns and Functions	<p>NNS & O:</p> <p>10. 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example:</p> <p>a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount.</p> <p>b. Count on (forward) and count back (backward) on a number line between 0 and 10.</p> <p>PF & A:</p> <p>3. Describe orally the pattern of a given sequence.</p>	<p>April</p> <ul style="list-style-type: none"> Pages 248 – 249 Teacher’s Guide. 	
Measurement	<p>M:</p> <p>2. Compare and order objects of different lengths, areas, weights and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less.</p> <p>3. Measure length and volume (capacity) using uniform objects in the environment. For example, find:</p> <p>a. how many paper clips long is a pencil;</p> <p>b. how many small containers it takes to fill one big container using sand, rice, beans.</p>	<p>April</p> <ul style="list-style-type: none"> Pages 236 and 239 Teacher’s Guide. 	

Money	NNS & O: 9. Identify and state the value of a penny, nickel and dime.	April • Pages 264 – 266 Teacher’s Guide.	
Data and Chance	PF & A: 1. Sort, classify and order objects by size, number and other properties. For example: a. Identify how objects are alike and different. b. Order three events or objects according to a given attribute, such as time or size. c. Recognize and explain how objects can be classified in more than one way. d. Identify what attribute was used to sort groups of objects that have already been sorted. DA & P: 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes.	April • Page 244 Teacher’s Guide.	

Title of Everyday Mathematics Strand	Content Standards Grade Level Indicators	Month: May – June (Pages 267-298) Modifications Teacher Suggestions	Lesson Planning and Assessment
Ongoing Daily Routines	<p>M:</p> <ol style="list-style-type: none"> 1. Identify units of time (day, week, month, year) and compare calendar elements; e.g., weeks are longer than days. 4. Order events based on time. For example: <ol style="list-style-type: none"> a. activities that take a long or short time; b. review what we do first, next, last; c. recall what we did or plan to do yesterday, today, tomorrow. <p>DA & P:</p> <ol style="list-style-type: none"> 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes. 	<p>May – June</p> <ul style="list-style-type: none"> • Pages 24 – 25 Teacher’s Guide. 	
Numeration	<p>NNS & O:</p> <ol style="list-style-type: none"> 1. Compare and order whole numbers up to 10. 2. Explain rules of counting, such as each object should be counted once and that order does not change the number. 3. Count to twenty; e.g., in play situations or while reading number books. 4. Determine “how many” in sets (groups) of 10 or fewer objects. 5. Relate, read and write numerals for single-digit numbers (0 to 9). 6. Construct multiple sets of objects each containing the same number of objects. 7. Compare the number of objects in two or more sets when one set has one or two more, or one or two fewer objects. 	<p>May – June</p> <ul style="list-style-type: none"> • Pages 267 – 268, 284 – 285, 288 and 291 Teacher’s Guide. 	

	<p>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example:</p> <p>a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount.</p> <p>b. Count on (forward) and count back (backward) on a number line between 0 and 10.</p>		
Operations	<p>NNS & O:</p> <p>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example:</p> <p>a. Combine and separate small sets of objects in contextual situations; e.g., add or subtract one, two, or another small amount.</p> <p>b. Count on (forward) and count back (backward) on a number line between 0 and 10.</p> <p>11. Demonstrate joining multiple groups of objects, each containing the same number of objects; e.g., combining 3 bags of candy, each containing 2 pieces.</p> <p>12. Partition or share a small set of objects into groups of equal size; e.g., sharing 6 stickers equally among 3 children.</p>	<p>May – June</p> <ul style="list-style-type: none"> Pages 278 – 279 and 297 Teacher’s Guide. 	
Geometry	<p>G & SS:</p> <p>1. Identify and sort two-dimensional shapes and three-dimensional objects. For example:</p> <p>a. Identify and describe two-dimensional figures and three-dimensional objects from the environment using the child’s own vocabulary.</p> <p>b. Sort shapes and objects into groups based on student-defined categories.</p> <p>c. Select all shapes or objects of one type from a group.</p> <p>d. Build two-dimensional figures using paper shapes or tangrams; build simple three-dimensional objects using blocks.</p>	<p>May – June</p> <ul style="list-style-type: none"> Pages 270 – 272 Teacher’s Guide. 	

	<p>2. Name and demonstrate the relative position of objects as follows:</p> <ol style="list-style-type: none"> a. place objects over, under, inside, outside, on, beside, between, above, below, on top of, upside-down, behind, in back of, in front of; b. describe placement of objects with terms, such as on, inside, outside, above, below, over, under, beside, between, in front of, behind. <p>PF & A:</p> <ol style="list-style-type: none"> 1. Sort, classify and order objects by size, number and other properties. For example: <ol style="list-style-type: none"> a. Identify how objects are alike and different. b. Order three events or objects according to a given attribute, such as time or size. c. Recognize and explain how objects can be classified in more than one way. d. Identify what attribute was used to sort groups of objects that have already been sorted. 		
<p>Data and Chance</p>	<p>NNS & O:</p> <ol style="list-style-type: none"> 1. Compare and order whole numbers up to 10. 2. Explain rules of counting, such as each object should be counted once and that order does not change the number. 3. Count to twenty; e.g., in play situations or while reading number books. 4. Determine “how many” in sets (groups) of 10 or fewer objects. 5. Relate, read and write numerals for single-digit numbers (0 to 9). 6. Construct multiple sets of objects each containing the same number of objects. 7. Compare the number of objects in two or more sets when one set has one or two more, or one or two fewer objects. 10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example: <ol style="list-style-type: none"> a. Combine and separate small sets of objects in 	<p>May - June</p> <ul style="list-style-type: none"> • Page 296 Teacher’s Guide. 	

	<p>contextual situations; e.g., add or subtract one, two, or another small amount.</p> <p>b. Count on (forward) and count back (backward) on a number line between 0 and 10.</p> <p>DA & P:</p> <ol style="list-style-type: none"> 1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes. 2. Arrange objects in a floor or table graph according to attributes, such as use, size, color or shape. 3. Select the category or categories that have the most or fewest objects in a floor or table graph. 		
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