

Week 2

Massachusetts Performance Standards

The students will:

- K.P.1 - Identify the attributes of objects as a foundation for sorting and classifying.
- K.P.2 - Sort and classify objects by color, shape, size, number, and other properties.
- K.G.1 - Name, describe, sort, and draw simple two-dimensional shapes.
- K.G.2 - Describe attributes of two-dimensional shapes.

UNIT

Topic 1: Sorting and Classifying

Objectives (Students will...)

- 1. identify same and different
- 2. sort by one or more attributes
- 3. use logical reasoning to sort

Essential Question

How are attributes used to compare objects?

Teacher Resources

- 1. counters
- 2. attribute blocks
- 3. tiles
- 4. pattern blocks

Media and Technology Resources

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Animated Glossary
eTools

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Vocabulary: same, alike, different, sort, does not belong, sorting rule

Comments:

(1-1 to 1-5)

Week 4

*Massachusetts Performance Standards
Performance Standards*

The students will:

The students will:

(2 Days)

(3 Days)

K.G.4 – Identify positions of objects in space, and use appropriate language to describe positions, and compare their relative positions.

K.P.3 – Identify, reproduce, describe, extend, and create color, rhythmic, shape, number, and letter repeating patterns with simple attributes.

UNIT
UNIT

Topic 2- Position and Location Topic 2: Position and Location Topic 3: Patterns

Objectives (Students will...)

Essential Question

describe the position of an object using vocabulary words such as, inside, outside, over, under, on, top, middle, bottom, before, after, left, and right.

(Topic3)

(Topic 3)

How do you describe the position of an object? What is a pattern?

Teacher Resources

Media Resources

1. cubes

- (Topic3)
- attribute blocks
 - tiles

Media and Technology Resources
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 Animated Glossary
 Animated Glossary
 eTools
 eTools

Evaluation/Activities

Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class Work: To be done on each topic/concept as needed for understanding.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Comments:

(2-1 to 2-5) (3-1 to 3-3)
(2-6)

Vocabulary: inside, outside, over, under, on, top, middle, bottom, before, after, left, right

Vocabulary: Topic 2 and pattern, repeat

Week 5

Performance Standards

The students will:

K.P.3 – Identify, reproduce, describe, extend, and create color, rhythmic, shape, number, and letter repeating patterns with simple attributes.

UNIT

Topic 3: Patterns

Objectives (Students will...)

1. identify a pattern
2. extend a pattern
3. create a pattern

Essential Question

What is a pattern?

Teacher Resources

1. attributes blocks
2. tiles

Media Resources

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Animated Glossary
eTools

Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Vocabulary: pattern, repeat

Comments:

(3-4 to 3-7)

Week 6

Massachusetts Performance Standards

The students will:

- K.N.2 – Match quantities up to at least 10 with numerals and spoken words.
- K.N.4 – Compare sets of up to at least 10 concrete objects using appropriate language and order numbers.
- K.N.7 – Use objects and drawings to model and solve related addition and subtraction problems to ten.

UNIT

Topic 4: Zero to Five

Objectives (Students will...)

- 1. identify numerals 0-5
- 2. represent numbers 0-5
- 3. write numerals 0-5

Essential Question

How do the numbers 0-5 classify and represent objects in different ways?

Teacher Resources

- 1. counters
- 2. number cards 0-11

Media and Technology Resources

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eTools

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Vocabulary: number, count, one, two, three, four, five, zero

Comments:

(4-1 to 4-5)

Week 7

Performance Standards

The students will:

K.N.2 – Match quantities up to at least 10 with numerals and spoken words.

K.N.4 – Compare sets of up to at least 10 concrete objects using appropriate language and order numbers.

K.N.7 – Use objects and drawings to model and solve related addition and subtraction problems to ten.

UNIT

Topic 4: Zero to Five

Objectives (Students will...)

1. demonstrate 1:1 correspondence to five
2. compare sets of objects using the terms more and fewer
3. demonstrate different ways to show 0-5

Essential Question

How do the numbers 0-5 classify and represent objects in different ways?

Teacher Resources

1. connecting cubes
2. counters

Media Resources

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eTools

Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Vocabulary: more, fewer, same as, one more, two more, one fewer, two fewer

Comments:

(4-6 to 4-10)

Week 8

Massachusetts Performance Standards

The students will:

K.N.1 – Count by ones to at least 20.

K.N.2 – Match quantities up to at least 10 with numerals and spoken words.

K.N.7 – Use objects and drawings to model and solve related addition and subtraction problems to ten.

K.D.1 – Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and graphs.

UNIT

Topic 5: Six to Ten

Objectives (Students will...)

1. identify numerals 6-9
2. represent numbers 6-9
3. write numerals 6-9

Essential Question

How do the numbers 6-10 classify and represent objects in different ways?

Teacher Resources

1. counters
2. five frame
3. part:part mat
4. number cards 1-7

Media and Technology Resources

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Vocabulary: six, seven, eight, nine

Comments:

(5-1 to 5-5)

Week 9

Performance Standards

The students will:

K.N.1 – Count by ones to at least 20.

K.N.2 – Match quantities up to at least 10 with numerals and spoken words.

K.N.7 – Use objects and drawings to model and solve related addition and subtraction problems to ten.

K.D.1 – Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and graphs.

UNIT

Topic 5: Six to Ten

Objectives (Students will...)

1. describe the quantities 8, 9, 10
2. using a number line, sequence the numbers 0-10

Essential Question

How do the numbers 6-10 classify and represent objects in different ways?

Teacher Resources

1. counters
2. number cards
3. 10 frame

Media Resources

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Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Vocabulary: ten, order, number line, forward, backward

Comments:

(5-6 to 5-10)

Week 10

Massachusetts Performance Standards

The students will:

K.N.2 – Match quantities up to at least 10 with numerals and spoken words.

K.N.4 – Compare sets of up to at least 10 concrete objects using appropriate language and order numbers.

UNIT

Continuation Topic 5 (5-11)

2 Days

Topic 6: Comparing Numbers

3 Days

Objectives (Students will...)

1. solve problems by coloring on a graph
2. using numbers 0-12 and sets of objects, determine which is greater or less.

Essential Question

How do we compare sets of objects?

Teacher Resources

1. counters
2. number cards 1-10
3. 5 frame
4. 10 frame

Media and Technology Resources

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Vocabulary: graph, greater, less

Comments:

(6-1 to 6-3)

Week 11

Performance Standards

The students will:

K.N.2 – Match quantities up to at least 10 with numerals and spoken words.

K.N.4 – Compare sets of up to at least 10 concrete objects using appropriate language and order numbers.

UNIT

Topic 6: Comparing Numbers

Objectives (Students will...)

1. identify one or two more and identify one or two fewer

Essential Question

How do you express relationships between two numbers?

Teacher Resources

1. counters
2. 10 Frame

Media Resources

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Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Vocabulary:

Comments:

(6-4 to 6-5)

Week 12

Massachusetts Performance Standards

The students will:

- K.G.1 - Name, describe, sort, and draw simple two-dimensional shapes.
- K.G.3 – Name and compare three-dimensional shapes.

UNIT

Topic 7: Geometry

Objectives (Students will...)

- 1. identify, describe, and compare basic shapes
- 2. combine shapes to make new shapes
- 3. identify and draw shapes of the same size and shape
- 4. identify and draw lines of symmetry

Essential Question

How do we describe 2 and 3 dimensional shapes?

Teacher Resources

- 1. paper shapes
- 2. rectangles, squares, circles, triangles
- 3. pattern blocks

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Vocabulary: square, rectangle, circle, triangle, same size, same shape, matching parts, equal parts

Comments:

(7-1 to 7-5)

Week 13

Performance Standards

The students will:

K.G.1 - Name, describe, sort, and draw simple two-dimensional shapes.

K.G.3 – Name and compare three-dimensional shapes.

UNIT

Topic 7: Geometry

Objectives (Students will...)

1. identify and describe three dimensional figures.

Essential Question

How do we describe 2 and 3 dimensional shapes?

Teacher Resources

1. geometric solids
2. solid figures
3. pattern blocks

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Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts.

Quiz: Assessments given as warranted by the curriculum.

Vocabulary: sphere, cube, cone, cylinder, corner, edge, side, roll, stack, slide, flat surface

Comments:

(7-6 to 7-9)

Week 14

Massachusetts Performance Standards

The students will:

K.N.3 – Identify positions of objects in sequences up to fifth.

K.N.5 – Understand the concepts of whole and half.

UNIT

Topic 8: Fractions and Ordinals

Objectives (Students will...)

1. identify equal parts of a whole
2. identify halves of a whole

Essential Question

How do you divide a whole into parts?

Teacher Resources

1. equal parts
2. connecting cubes
3. halves

Media and Technology Resources

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Comments:

(8-1 to 8-3)

Vocabulary: equal parts, half, halves

Week 15

Performance Standards

The students will:

K.N.3 – Identify positions of objects in sequences up to fifth.

K.N.5 – Understand the concepts of whole and half.

UNIT

Topic 8: Fractions and Ordinals

Objectives (Students will...)

1. identify ordinal positions first through tenth

Essential Question

How do we use ordinal numbers?

Teacher Resources

1. number cards 1-5

Media Resources

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Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts.

Quiz: Assessments given as warranted by the curriculum.

Vocabulary: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth

Comments:

(8-4 to 8-6)

Week 16

Massachusetts Performance Standards

The students will:

K.N.1	K.N.3	K.N.5	K.P.1	K.P.3	K.G.2	K.G.4
K.N.2	K.N.4	K.N.7	K.P.2	K.G.1	K.G.3	K.D.1

UNIT

Review Topics 1-8

Objectives (Students will review...)

1. sorting and classifying
2. position and location
3. patterns
4. numbers 0-10
5. geometry-shapes
6. fractions and ordinals

Essential Question

How can we recall and apply our skills?

Teacher Resources

Media and Technology Resources

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Vocabulary: Review of topics 1-8

Comments:

Week 17

Performance Standards

The students will:

K.M.1 – Recognize and compare the attributes of length, volume/capacity, weight, area, and time using appropriate language.

K.M.2 – Make and use estimations of measurements from everyday experiences.

K.M.3 – Use nonstandard units to measure length, area, weight, and capacity.

UNIT

Topic 9: Measurement

Objectives (Students will...)

1. compare and order objects by size, length, and height
2. measure length and height using non-standard units of measurement

Essential Question

How can objects be compared and ordered by length and height?

Teacher Resources

1. blocks
2. ordering size
3. connecting cubes
4. ribbon/yarn

Media Resources

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Animated Glossary

Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts.

Quiz: Assessments given as warranted by the curriculum.

Vocabulary: large, larger, largest, small, smaller, smallest, medium, big, bigger, biggest, measure, length, height, estimate

Comments:

(9-1 to 9-5)

Week 18

Massachusetts Performance Standards

The students will:

- K.M.1 – Recognize and compare the attributes of length, volume/capacity, weight, area, and time using appropriate language.
- K.M.2 – Make and use estimations of measurements from everyday experiences.
- K.M.3 – Use nonstandard units to measure length, area, weight, and capacity.

UNIT

Topic 9: Measurement

Objectives (Students will...)

- 1. measure capacity using nonstandard units of measurement
- 2. compare objects by weight

Essential Question

How can we measure capacity of objects?

Teacher Resources

- 1. cups/containers
- 2. connecting cubes
- 3. balance
- 4. balls

Media and Technology Resources

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Animated Glossary

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Vocabulary: empty, full, capacity, balance, weight

Comments:

(9-6 to 9-10)

Week 19

Performance Standards

The students will:

K.N.7 – Use objects and drawings to model and solve related addition and subtraction problems to ten.

UNIT

Topic 10: Addition

Objectives (Students will...)

1. interpret number stories that join groups
2. use symbols to find a sum

Essential Question

How do we demonstrate addition using objects and symbols?

Teacher Resources

1. connecting cubes
2. counters

Media Resources

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eTools

Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Vocabulary: number story, join, in all, altogether, add, plus, equal, sum

Comments:

(10-1 to 10-5)

Week 20

Massachusetts Performance Standards

The students will:

K.N.7 – Use objects and drawings to model and solve related addition and subtraction problems to ten.

UNIT

Topic 10: Addition

3 Days

Topic 11-Subtraction

2 Days

Objectives (Students will...)

1. illustrate and write addition sentences
2. interpret number stories that separate two groups.

Essential Question

How do we demonstrate addition sentences?

Teacher Resources

1. counters

Media and Technology Resources

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Vocabulary: addition sentence
left, separate, take away

Comments: (10-6 ,10-7) (11-1,11-2)

Week 21

Performance Standards

The students will:

K.N.7 – Use objects and drawings to model and solve related addition and subtraction problems to ten.

UNIT

Topic 11-Subtraction

Objectives (Students will...)

1. illustrate and write subtraction sentences using symbols

Essential Question

How do we demonstrate subtraction using numbers and symbols?

Teacher Resources

1. connecting cubes
2. counters

Media Resources

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Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Vocabulary: minus, subtract, difference, subtraction sentence

Comments:

(11-3 to 11-7)

Week 22

Massachusetts Performance Standards

The students will:

K.N.1 – Count by ones to at least 20.

K.N.2 – Match quantities up to at least 10 with numerals and spoken words.

UNIT

Topic 12: Larger Numbers

Objectives (Students will...)

1. recognize numerals 11-20
2. write numerals 11-20
3. count and write 1-100 on a hundreds chart

Essential Question

How do the numbers 11-20 classify and represent objects in different ways?

Teacher Resources

1. counters
2. hundreds chart
3. number cards 1-20

Media and Technology Resources

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Vocabulary: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, hundreds chart, row, column

Comments: (12-1 to 12-4, 12-6)

Week 23

Performance Standards

The students will:

K.P.3 – Identify, reproduce, describe, extend, and create color, rhythmic, shape, number, and letter repeating patterns with simple attributes.

K.P.4 – Count by fives and tens at least up to 50.

UNIT

Topic 12: Larger Numbers

Objectives (Students will...)

1. identify numbers as odd or even
2. skip count by 2s, 5s, and 10s

Essential Question

How do numbers and objects repeat in predictable ways?

Teacher Resources

1. number cards 12-20
2. hundreds chart
3. connecting cubes
4. counters
5. 10 frame

Media Resources

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Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts.

Quiz: Assessments given as warranted by the curriculum.

Vocabulary: odd, even, skip counting, 2s, 5s, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Comments:

(12-5, 12-7 to 12-10)

Week 24

Massachusetts Performance Standards

The students will:

K.N.6 – Identify the U.S. coins by name.

2.N.6 – Identify the value of all U.S. coins, and \$1, \$5, \$10, and \$20 bills. Find the value of a collection of coins and dollar bills and different ways to represent an amount of money up to \$5.

UNIT

1 day of Topic 12

Topic 13: Money

Objectives (Students will...)

1. identify the value of a penny, nickel, dime, quarter, dollar

Essential Question

What is the value of money?

Teacher Resources

1. 1 real coin and dollar
2. coins

Media and Technology Resources

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Vocabulary: cent, penny, nickel, dime, quarter, dollar

Comments:

(13-1 to 13-4)

Week 25

Performance Standards

The students will:

2.P.7 – Describe functions related to trading, including coin trades and measurement trades, e.g., five pennies make one nickel or four cups make one quart.

UNIT

Topic 13: Money

Objectives (Students will...)

1. compare values of penny, nickel, dime
2. count combinations of money to ten cents

Essential Question

How do we count and compare money?

Teacher Resources

1. tiles
2. coins

Media Resources

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eTools

Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Vocabulary:

Comments:

(13-5 , 13-6)

Week 26

Massachusetts Performance Standards

The students will:

K.M.1 – Recognize and compare the attributes of length, volume/capacity, weight, area, and time using appropriate language.

K.N.3 – Identify positions of objects in sequences up to fifth.

UNIT

Topic 14: Time

Objectives (Students will...)

1. sequence order of events
2. tell time to the hour
3. identify events that take more or less time

Essential Question

How can we compare and measure time?

Teacher Resources

1. demonstration clock

Media and Technology Resources

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Vocabulary: time, morning, afternoon, evening, day, night, first, next, last, before, after, clock, face, hands, o'clock, hour

Comments:

(14-1 to 14-5)

Week 27

Performance Standards

The students will:

2.M.1 – Identify parts of the day (e.g., morning, afternoon, evening), days of the week, and months of the year.
Identify dates using a calendar.

UNIT

Topic 14: Time

3 Days

Topic 15: Calendar

2 Days

Objectives (Students will...)

1. write the time of everyday events
2. identify months and seasons
3. identify and order days of the week

Essential Question

How do we measure
calendar time?

Teacher Resources

1. seasons (pg.44)

Media Resources

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Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Vocabulary: month, year, season, Sunday, Monday, Tuesday,
Wednesday, Thursday, Friday, Saturday

Comments: **(14-6,14-7)** **(15-1,15-2)**

Week 28

Massachusetts Performance Standards

The students will:

- 2.M.1 – Identify parts of the day (e.g., morning, afternoon, evening), days of the week, and months of the year. Identify dates using a calendar.
- 2.M.5 – Select and correctly use the appropriate measurement tools, e.g., ruler, balance scale, thermometer.

UNIT

Topic 15: Calendar

Objectives (Students will...)

- 1. identify parts of a calendar
- 2. describe temperature in numbers and hot/cold

Essential Question

How do we measure calendar time?

Teacher Resources

- 1. calendar
- 2. blank calendar

Media and Technology Resources

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Vocabulary: yesterday, today, tomorrow, calendar, date, temperature, thermometer

Comments:

(15-3 to 15-7)

Week 29

Performance Standards

The students will:

K.D.1 – Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and graphs.

K.N.4 – Compare sets of up to at least 10 concrete objects using appropriate language and order numbers.

UNIT

Topic 16: Graphing

Objectives (Students will...)

1. collect data to answer a question
2. make and read a real, bar, and picture graph

Essential Question

How do we collect and represent data?

Teacher Resources

1. connecting cubes
2. counters
3. 2 column graph
4. pattern clocks
5. tiles

Media Resources

www.pearsonsuccessnet.com
Animated Glossary
eTools

Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Vocabulary: equal, survey, picture graph, bar graph

Comments:

(16-1 to 16-5)

Week 30

Massachusetts Performance Standards

The students will:

- K.D.1 – Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and graphs.
- K.N.4 – Compare sets of up to at least 10 concrete objects using appropriate language and order numbers.

UNIT

Topic 16: Graphing

Objectives (Students will...)

- 1. solve probability experiments
- 2. solve problems with a bar graph

Essential Question

How do we show probability?

Teacher Resources

- 1. counters
- 2. connecting cubes
- 3. tiles
- 4. 3 column graph

Media and Technology Resources

www.pearsonsuccessnet.com
Animated Glossary
eTools

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Vocabulary: more likely, less likely, fewest

Comments:

(16-6, 16-7)

Week 31

Performance Standards

The students will:

K.M.1
K.M.2

K.M.3
K.N.1

K.N.2
K.N.7

K.P.3
K.P.4

UNIT

Review Topics 9-12

Objectives (Students will review...)

1. measurement
2. addition
3. subtraction
4. larger numbers

Essential Question

How can we recall and apply skills?

Teacher Resources

Media Resources

www.pearsonsuccessnet.com
Animated Glossary
eTools

Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Comments:

Vocabulary: Topics 9-12

Week 32

Performance Standards

The students will:

K.M.1	2 .M.5	K.N.4	K.D.1
2. M.1	K.N.3	2 .N.6	2 .P.7

UNIT

Review Topics 13-16

Objectives (Students will review...)

1. money
2. time
3. calendar
4. graphing

Essential Question

How can we recall and apply skills?

Teacher Resources

Media Resources

www.pearsonsuccessnet.com
Animated Glossary
eTools

Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Comments:

Vocabulary: Topics 13-16

Week 33

Performance Standards

The students will:

- K.P.4. – Counts by fives, and tens at least up to 50.
- 2. P.4. – Skip counts by twos, fives, and tens up to at least 50 starting at any number.
- 2. N.5. – Identify odd and even numbers and determine whether a set of objects has an odd or even number of elements.

UNIT

**Math Diagnosis and Intervention System:
Numbers, Place Value, Money, Patterns**

Objectives (Students will...)

- 1. count by 10s to 100
- 2. order numbers 0-12
- 3. skip count
- 4. identify odd and even numbers
- 5. demonstrate understanding of before, after, between

Essential Question

How can we apply skills to the next level?

Teacher Resources

Media Resources

www.pearsonsuccessnet.com

Animated Glossary

eTools

Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Comments:

Vocabulary:

Week 34

Performance Standards

The students will:

- K.N. 7. – Use objects and drawings to model and solve related addition and subtraction problems to ten.
- 2. N. 7. – Demonstrate an understanding of various meanings of addition and subtraction, e.g. addition as combination; subtraction as comparison, equalizing, and separation.

UNIT

**Math Diagnosis and Intervention System:
Basic Facts**

Objectives (Students will preview...)

- 1. joining stories
- 2. adding doubles
- 3. facts with 5
- 4. making 10
- 5. missing parts

Essential Question

How can we recall and apply skills?

Teacher Resources

Media Resources

www.pearsonsuccessnet.com
Animated Glossary
eTools

Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Comments:

Vocabulary:

Week 35

Performance Standards

The students will:

2. N. 7. – Demonstrate an understanding of various meanings of addition and subtraction, e.g. addition as combination; subtraction as comparison, equalizing, and separation.

UNIT

**Math Diagnosis and Intervention System:
Computation with Whole Numbers**

Objectives (Students will preview...)

1. adding tens
2. adding on a hundreds chart
3. adding tens with 2 digit numbers
4. estimating sums
5. subtracting on a hundreds chart

Essential Question

How can we apply skills to
the next level?

Teacher Resources

Media Resources

www.pearsonsuccessnet.com
Animated Glossary
eTools

Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Comments:

Vocabulary:

Week 36

Performance Standards

The students will:

- 2.M.2. – Tells time to quarter hour intervals on analog and digital clocks using a.m. and p.m.
- K.N.3. – Identify positions of objects in sequence.
- 2.G. 6. – Predict the result of putting shapes together and taking them apart.

UNIT

**Math Diagnosis and Intervention System:
Measurement, Geometry, Data Analysis, Probability**

Objectives (Students will...)

- 1. tell time to the half hour
- 2. order and estimate time
- 3. identify properties of plane shapes
- 4. make new shapes with shapes
- 5. tally results

Essential Question

How can we apply skills to
the next level?

Teacher Resources

Media Resources

www.pearsonsuccessnet.com

Animated Glossary

eTools

Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Comments:

Vocabulary:

