

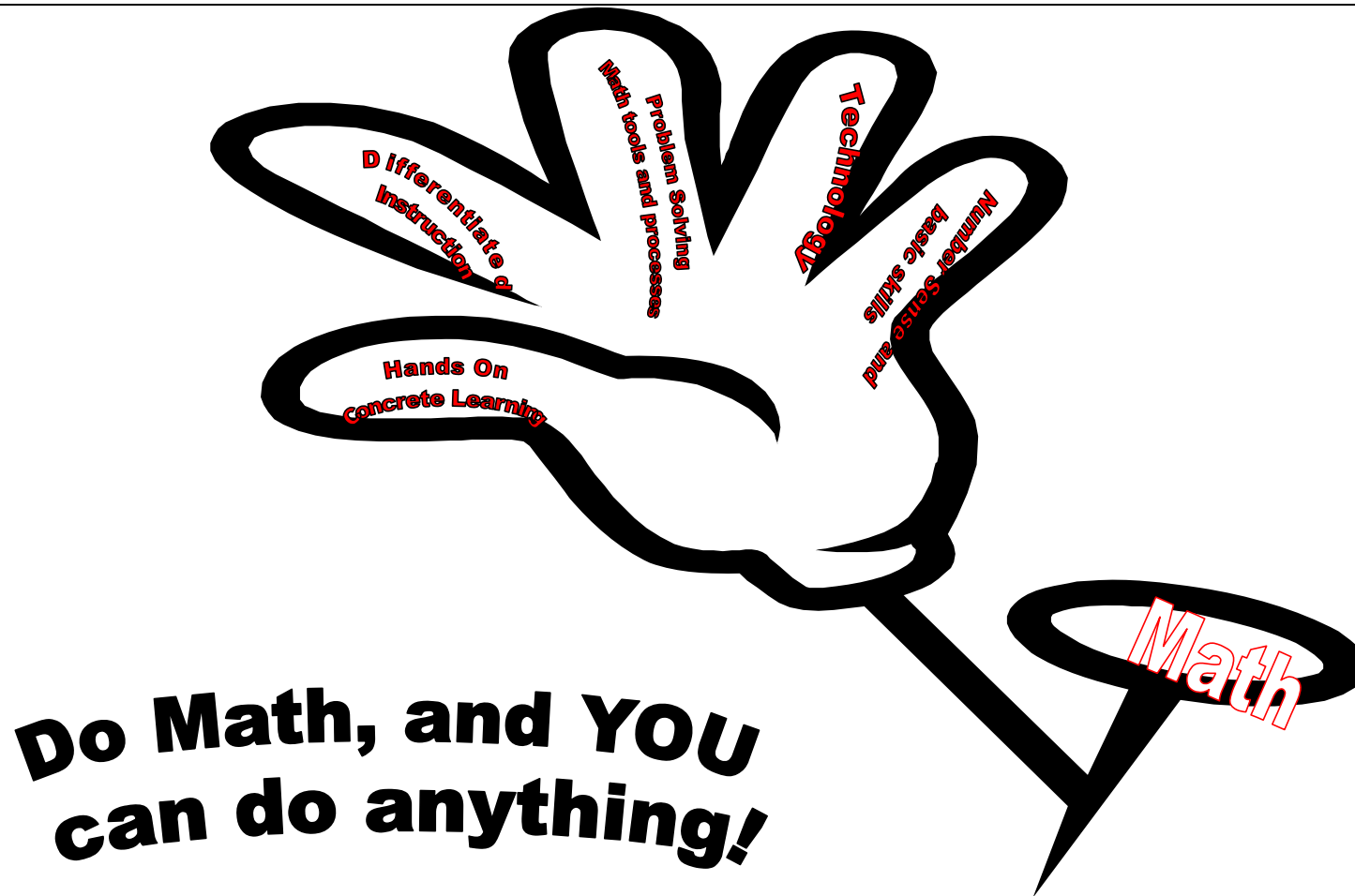
Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!				
	1st 9wks Aug 24- Oct 23	2nd 9wks Oct 26 - Jan 15	3rd 9weeks Jan 19 - March 26	4th 9 weeks March 29 - June 4
Week One	Rituals and Routines Rote Counting (V.A.2;V.A.4) Time (V.D.4) ★ Patterns (V.E.3) Graph (V.E.2) Recognition of numbers (V.A.9) Aug 24-Sept 4	Counting Skills: Match numbers to set (V.A.3, V.A.4) Oct 26-Oct 30	Measurement Skills: Weight (V.D.3.) Jan 19-22	Adding to/ Taking Away skills: Subtraction (V.B.2: V.A.8.) March 29- April 9
Week Two		Geometry and Spatial Sense Skills: Left and Right and Explore Position (V.C.3) Nov.2-13	Measurement Skills: Volume (V.D.2.) Jan 25-29	
Week Three	Classification and Patterns Skills: Alike and Different (V.E.1.) Sept 7- 11			Measurement Skills: Length and Height (V.D.1.) Feb 1-5 100th Day of School (Feb 3)
Week Four	Classification and Patterns Skills: Sort by Color (V.E.1.) Sept 14-18		Measurement Skills: Area (V.D.2.) Feb 8-12	
Week Five	Classification and Patterns Skills: Sort by shape; Counting Skills (V.E.1.) (V.A.1) Sept 21-25	Counting Skills: Ordinal Numbers (V.A.7.) Nov. 16 -20	Measurement Skills: Explore Time (V.D.4.) Feb 15-19	Classification and Pattern Skills: Graphing (V.E.2) April 26 - May 7
Week Six	Classification and Patterns Skills: Sort by size (V.E.1.) (V.A.1) Sept 28- Oct 2	Classification and Pattern skills: Patterns (V.E.3.) Nov 30- Dec 18		
Week Seven	Counting Skills: One-to-One Correspondence; Counting Skills (V.A.3) Oct. 5 - 9		Counting Skills: Compare and Order (V.A.8) Feb 22-March 5	Review and Assessment of Math Skills May 10- 21
Week Eight	Counting Skills: More, Fewer, Same (V.A.3) Oct. 12 -16	Geometry and Spatial Sense Skills: Plane and Solid Figures (V.C.1.; V.C.2:V.C.4) Jan 6- 15	Adding to/ Taking Away skills: Addition (V.B.1.;V.A.8) March 8- 26	
Week Nine	Counting Skills: Count Objects (V.A.3; V.A.6) Oct. 19 - 23			Counting Skills (V.A.1-V.A.8) May 24 - June 4
Week Ten				



Math Principles for Clint ISD 2009-2010



The math curriculum at CLINT ISD operates under these **five principles**.



Math lessons need to reflect these five components.



Underlying Processes and Mathematical Tools



The following TEKS are to be taught from day one in the classroom and need to be to increase the mathematical thinking of the students.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
(K.13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(1.11) Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(2.12) Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(3.14) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(4.14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(5.14) Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:
(A) Identify mathematics in everyday situation			(A) Identify mathematics in everyday situation (MT)		
(B) solve problems with guidance , that incorporates the process of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness			(B) solve problems with guidance , that incorporates the process of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (MT)		
(C) select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem	(C) select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem				
(D) use tools such as real objects, manipulatives, and technology to solve problems			(D) use tools such as real objects, manipulatives, and technology to solve problems (RM)		
(K.14) Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language . The student is expected to:	(1.12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language . The student is expected to:	(2.13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language . The student is expected to:	(3.15) Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language . The student is expected to:	(4.15) Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language . The student is expected to:	(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using informal language . The student is expected to:
(A) communicate mathematical ideas using objects, words, pictures, numbers, and technology	(A) explain and record observations using objects, words, pictures, numbers, and technology (RM)				
(B) relate everyday language to mathematical language and symbols			(B) relate informal language to mathematical language and symbols (MT)		
(K.15) Underlying processes and mathematical tools. The student is expected to:	(1.13) Underlying processes and mathematical tools. The student is expected to:	(2.14) Underlying processes and mathematical tools. The student is expected to:	(3.16) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:	(4.16) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:	(5.16) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:
			(A) make generalizations from patterns or sets of examples and nonexamples (MT)		
The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers and technology.			(B) justify why an answer is reasonable and explain the solution process (RM)		
Assumptions					
<ul style="list-style-type: none"> ▶ Mathematic processes and tools will be used everyday in the classroom by teachers and students. ▶ Review boards are expected to be used weekly by teachers and students. ▶ Mathematic lessons are planned and implemented under the district five principles. (See Principle section) 					

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

First Nine Weeks (39 days of instruction) August 24 - October 23

Week One and Two (August 24 - September 4)

Pr-Kinder Guideline	I - Introduce D - Develop M - Master	Skills/Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>Rituals/Routines Rote Counting (V.A2;V.A4) Child uses words to rote count from 1 to 30/Child demonstrates that the order of the counting sequence is always the same regardless of what is counted.</p> <p>Time: (V.D4) Child uses language to describe concepts associated with the passing of time.</p> <p>Graph: (V.E2) Child collects data and organizes it in a graphic representation.</p> <p>Recognition of Numbers (V.A9)Child recognizes one-digit numerals, 0-9.</p> <p>Patterns (V.E3) Child recognizes and creates patterns.</p>	<p align="center">I</p>	<p>Identify, Recognize and Recite Month, Day of the Week, Rote Counting, Weather, Create Schedule</p>	<p>Calendar June Graph Weather Number Pattern</p>	<p>Observation</p>	<p>(K.11) Measurement. The student uses time to describe, compare, and order events and situations. The student is expected to:</p> <p>(A) compare events according to duration such as more time than or less time than;</p> <p>(B) sequence events (up to three); and</p> <p>(C) read a calendar using days, weeks, and months.</p> <p>(K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions. The student is expected to:</p> <p>(A) construct graphs using real objects or pictures in order to answer questions; and</p> <p>(B) use information from a graph of real objects or pictures in order to answer questions.</p>	<p>EDM Ongoing Daily Routine pg. 10.20.22.26.30.70. and 72 Calendar Chart Number Chart Weather Chart Shape Chart Colors Chart Math in Minutes by Sharon McDonald</p>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

First Nine Weeks (39 days of instruction) August 24 - October 23

Week Three (Sept 7-11)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V.E.1 Classification and Patterns Skills : Alike and Different Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.</p>	<p align="center">I</p>	<p>Sorts objects that are the same and different into groups and explains how the groups are similar and different.</p>	<p>Same Alike Different Sort</p>	<p>Sock Math Scrap Collage Colorful Mask</p>	<p>(K.8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student is expected to:</p> <p>(A) describe and identify an object by its attributes using informal language;</p> <p>(B) compare two objects based on their attributes; and</p> <p>(C) sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.</p>	<p>HSP Math Unit 1 Sort and Classify pg 22-25 Manipulatives EDM Math pg 33 Sorting Links Bear Counting Attribute Blocks</p>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

First Nine Weeks (39 days of instruction) August 24 - October 23

Week Four (Sept 14-18)

Pr-Kinder Guideline	I - Introduce D - Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V.E.1 Classification and Patterns Skills : Sort by Color Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.</p>	I	Sort and Classify concrete objects by color	Color Sort Red Blue Green Yellow	Crayon Cups Columns of Color Color Directions Activity Books pp 3-4	(K.8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student is expected to: (A) describe and identify an object by its attributes using informal language; (B) compare two objects based on their attributes; and (C) sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.	<p>HSP Math Lesson 1.2 pg. 26-29</p> <p>EDM ath pg 33 Attribute Blocks Bear Counting Sorting Links</p>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

First Nine Weeks (39 days of instruction) August 24 - October 23

Week Five (Sept 21-25)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V.E.1, V.A.1 Classification and Patterns Skills: Sort by Shape; Counting Skills Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. Child knows that objects, or parts of an object can be counted.</p>	<p align="center">I</p>	<p>Sort and Classify concrete objects by shape. Places objects to be counted in a row and begins counting</p>	<p>Sort Shape Round</p>	<p>Shape Hunt Flannel Board Shapes Shape Sort Activity Book pg 5-6</p>	<p>(K.8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student is expected to: (A) describe and identify an object by its attributes using informal language; (B) compare two objects based on their attributes; and (C) sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.</p> <p>(K.1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to: (A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects; (B) use sets of concrete objects to represent quantities given in verbal or written form (through 20); and (C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.</p>	<p>HSP Math Lesson 1.3 pg 30-33</p> <p>EDM Math Attribute Blocks Bear Counters Sorting Links</p>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

First Nine Weeks (39 days of instruction) August 24 - October 23

Week Six (Sept 28-Oct 2)

Pr-Kinder Guideline	I - Introduce D - Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V.E.1, V.A.1 Classification and Patterns Skills: Sort by Size Skills Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. Child knows that objects, or parts of an object can be counted.</p>	<p align="center">I</p>	<p>Sort and Classify concrete objects by size. Places objects to be counted in a row and begins counting.</p>	<p>Sort Size Big Small</p>	<p>Where does the bear belong? Can you find it? Sort the Clothes Activity Book pg 7-8</p>	<p>(K.8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student is expected to:</p> <p>(A) describe and identify an object by its attributes using informal language;</p> <p>(B) compare two objects based on their attributes; and</p> <p>(C) sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.</p>	<p>HSP Math Lesson 1.4 pg 34-37</p> <p>EDM Math Attribute Blocks Bear Counters Sorting Links</p>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

First Nine Weeks (39 days of instruction) August 24 - October 23

Week Seven (Oct 5-Oct 9)

Pr-Kinder Guideline	I - Introduce D - Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V.A.3 Counting Skills One-to-One Correspondence; Counting Skills Child counts 1-10 items, with one count per item.</p>	<p align="center">I</p>	<p>Moves, touches and/or points to each object while counting using one to one correspondence (one count per item)</p>	<p>Match</p>	<p>Match a cube to a bear Mother animals to baby animals</p>	<p>(K.1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:</p> <p>(A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;</p> <p>(B) use sets of concrete objects to represent quantities given in verbal or written form (through 20); and</p> <p>(C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.</p>	<p>HSP Math Lesson 2.1 pg 44-47</p> <p>EDM Math pg 22 Bear Counters Attribute Blocks Math Activities and Games by Denise Larose pg 68,74,80,84</p>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

First Nine Weeks (39 days of instruction) August 24 - October 23

Week Eight (Oct 12- 16)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V.A.3 Counting Skills: More, Fewer, Same Child counts 1-10 items, with one count per item.</p>	<p align="center">I</p>	<p>Moves, touches and/or points to each object while counting using one to one correspondence (one count per item) Understanding of quantity</p>	<p>More Same Fewer Equal</p>	<p>Bears in the Cave Do you have more, fewer or the same? One to one matching Activity Book pg 9-10</p>	<p>(K.1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:</p> <p>(A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;</p> <p>(B) use sets of concrete objects to represent quantities given in verbal or written form (through 20); and</p> <p>(C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.</p>	<p>HSP Math Lesson 2.2 pg 48-51</p> <p>EDM Math 65,81,82</p> <p><i>Math in Minutes</i> by Sharon McDonald</p> <p><i>Math Activities and Games</i> by Denise Larose pg 68,74,80,84,90,94,102,106,112</p> <p>Bear Counters Uniflex cubes Dice</p>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

First Nine Weeks (39 days of instruction) August 24 - October 23

Week Nine (Oct 19- 23)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V.A.3 , V.A.6 Counting Skills: Count Objects Child counts 1-10 items, with one count per item Child demonstrates understanding that when counting, the item can be chosen in any order.</p>	<p align="center">I</p>	<p>Moves, touches and/or points to each object while counting using one to ne correspondence (one count per item) Counts objects that were placed in a container and dumped to form set of randomly placed items on the table.</p>	<p>One Two Three Four Five Six Seven Eight Nine Ten</p>	<p>Going to Grandma's Build a Set How Many? Activity Book pg 11-12</p>	<p>(K.1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:</p> <p>(A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;</p> <p>(B) use sets of concrete objects to represent quantities given in verbal or written form (through 20); and</p> <p>(C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.</p>	<p>HSP Math Lesson 2.3 pg 52-55</p> <p>EDM Math pg 48,80,88</p> <p><u>This Old Man Rhyme</u></p> <p><u>Math in Minutes</u> by Sharon Larose pg 23,24,27</p> <p><u>Math Activities and Games</u> by Denise Larose pg 68,74,80,84,90,94,102,106 pg 34,38,40,44,48,52,58,60,66</p>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

Second Nine Weeks (45 days of instruction) October 26 - January 15

Week One (Oct 26- Oct 30)

Pr-Kinder Guideline	I - Introduce D - Develop M - Master	Skills/Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V.A.3, V.A.4 Child counts 1-10 items, with one count per item. Child demonstrates that the order of the counting sequence is always the same regardless of what is counted</p>	<p align="center">D/M</p>	<p>Student can count 1-10 items with one count per item</p>	<p>One Two Three Four</p>	<p>Observational Teacher Choice Activities</p>	<p>(K.1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:</p> <p>(A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;</p> <p>(B) use sets of concrete objects to represent quantities given in verbal or written form (through 20); and</p> <p>(C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.</p>	<p>HSP Math pg 52-55</p> <p>EDM pg 80, 156</p> <p>Math in Minutes Number Sense pg 19-34 Math Activities and Games pg 74-83</p>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

Second Nine Weeks (45 days of instruction) October 26 - January 15

Week Two and Three (Nov 2-13)

Pr-Kinder Guideline	I - Introduce D - Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V.C.3 Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", ect.).</p>		<p>Students understand location words</p>	<p>over under above on beside next to between in front of near far -- ----- sobre debajo ceriba de arriba alado enseguida de entre enfrente de cerca lejos</p>	<p>Observational Teacher Choice Activity</p>	<p>(K.2) Number, operation, and quantitative reasoning. The student describes order of events or objects. The student is expected to:</p> <p>(A) use language such as before or after to describe relative position in a sequence of events or objects; and</p> <p>(B) name the ordinal positions in a sequence such as first, second, third, etc.</p>	<p>HSP Math pg 60-81</p>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

Second Nine Weeks (45 days of instruction) October 26 - January 15

Week Four and Five (Nov. 16-20)

Pr-Kinder Guideline	I - Introduce D - Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V.A7 Child uses the verbal ordinal terms</p>		<p>Students learn ordinal numbers</p>	<p>first second third fourth fifth ----- primero segundo tercero cuarto quinto</p>	<p>Observational Teacher Choice Activity</p>	<p>(K.2) Number, operation, and quantitative reasoning. The student describes order of events or objects. The student is expected to:</p> <p>(B) name the ordinal positions in a sequence such as first, second, third, etc.</p>	<p>HSP p 78 Math in Minutes pg 32-33</p>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

Second Nine Weeks (45 days of instruction) October 26 - January 15

Week Six, and Seven (Nov 30-Dec 18)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V.E.3 Child recognizes patterns</p>		<p>Students recognize and create patterns</p>	<p>pattern ab aabb abc</p>	<p>Observational Teacher Choice Activity</p>	<p>(K.5) Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns. The student is expected to identify, extend, and create patterns of sounds, physical movement, and concrete objects.</p> <p>(K.6) Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. The student is expected to:</p> <p>(A) use patterns to predict what comes next, including cause-and-effect relationships; and</p> <p>(B) count by ones to 100.</p>	<p>HSP p 82-100</p> <p>EDM Pattern Blocks p 15-16 Pattern Blocks # Cards p 36 Pattern Fences p 47 Counting Patterns p 52-53, 86-87 ,110-111, 124,132,176 Math p 26-27 Math in Minutes 117-132</p>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

Second Nine Weeks (45 days of instruction) October 26 - January 15

Week Eight, Nine (Jan 6- Jan 15)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V.C1, V.C2, V.C.4 Child names common shapes. Child creates shapes. Child slides,flips,and turns shapes to demonstrate that the shapes remain the same</p>		<p>Students explore with common shapes</p>	<p>circle square rectangle triangle rhombus oval sphere cube cone ----- circulo cuadrado rectangulo triangulo rombo ovalo esfera cubo cono</p>	<p>Calendar Math Teacher Choice Activity</p>	<p>(K.9) Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:</p> <p>(A) describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures;</p> <p>(B) recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures; and</p> <p>(C) describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).</p>	<p>HSP p 104-122 EDM Shapes Outdoors p 38,39,42 Extra 46,51,83,84,96,107,108,115-118,124,132,133,137,138,152,164,175,178 Math in Minutes p 79-97</p>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

Third Nine Weeks (38 days of instruction) January 19 - March 26

Week One (Jan 19-22)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V.D.3 Child informally recognizes and compares weights of objects or people.</p>	<p align="center">D</p>	<p>Make direct comparison of objects, based on weight</p>	<p>rocker balance weight heavy heavier light lighter</p>	<p>Sort by weight. Provide variety of objects by weights. Students hold objects on each hand to feel weight and place them in the sorting rings (heavy to light). Game balls: Provide a variety of balls. Student compare balls by heavy or light. The Soup can; students find objects heavier than a soup can.</p>	<p>(K.10) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. The student is expected to: (D) compare two objects according to weight/mass (heavier than, lighter than or equal to); and</p>	<p>Attribute blocks or links, wooden blocks, objects of different weights, large sorting rings, assortment of game balls, balloon,speaker,crayon HSP Math TE p 141-143</p>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

Third Nine Weeks (38 days of instruction) January 19 - March 26

Week Two (Jan 25- 29)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V.D.2 Child recognizes how much can be placed within an object.</p> <p>The child demonstrates capacity using sand and water (at the sand and water table fills containers with sand or water)</p> <p>The child compares capacity of containers by size</p>	D	<p>Make direct comparison of volume based on filled container.</p>	<p>capacity full empty container holds more holds less largest smallest</p>	<p>Exploring volume with clean containers . Seeing air as bubbles. Air fills the container and keeps the watch out. Shape and volume. Measuring and comparing the volume.</p>	<p>(K.10) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. The student is expected to:</p> <p>(C) compare two containers according to capacity (holds more, holds less, or holds the same);</p>	<p>Science IS Simple book p 154-158 Sand, Water, Pebbles,Bubbles,Soap EDM pg 61 sand&water play EDM pg 166 How much does it hold? EDM pg 169 Measuring Volume</p>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

Third Nine Weeks (38 days of instruction) January 19 - March 26

Week Three (Feb 1-5)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V.D.1 Child recognizes and compares heights or lengths of people or objects</p>	<p align="center">D</p>	<p>Make direct comparison of objects based on length</p>	<p>bigger taller longer as tall as smaller shorter as long as</p>	<p>crayon lengths; display a collection of crayons, some new and some used. As long as my pencil measuring with an unsharpened pencil; objects shorter, longer or the same length as the pencil. Group objects. As tall as you explore the classroom to find objects as tall as themselves. Make towers to determine their size.</p>	<p>(K.10) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. The</p> <p>(A) compare and order two or three concrete objects according to length (longer/shorter than, or the same);</p>	<p>HSP MATH TE p132-135 Traffic book of opposites, big book or another book about measurements, connecting cubes, masking tape, crayons, unsharpened pencils, soft blocks, straws.</p> <div align="center" data-bbox="1612 852 1885 1105"> <p>100th Day of school Feb. 3, 2010</p> </div>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

Third Nine Weeks (38 days of instruction) January 19 - March 26

Week Four (Feb 8-12)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V.D.2 Child recognizes how much can be placed within an object.</p> <p>The child compares the amount of space occupied by objects (places a small block on top of a longer block to determine which occupies more space)</p>	D	Make direct comparison of objects based on area	Area Space covers	Compare the amount of space occupied by objects (place a small block on top of a longer block to determine which occupies more space)	<p>(K.10) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. The student is expected to:</p> <p>(B) compare the areas of two flat surfaces of two-dimensional figures (covers more, covers less, or covers the same);</p>	<p>Pattern blocks with the activity cards Parquetry blocks with the activity cards Tangrams blocks with the activity cards Unifix cubes EDM pg 139 Cover up</p>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

Third Nine Weeks (38 days of instruction) January 19 - March 26

Week Five and Six (Feb 15-19)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V.D.4 Child uses language to describe concepts and associated with the passing of time.</p>	D	<p>Develop an awareness of time. Recognizes time sequence in relation to daily routines. Predict what will happen next in a sequence of events</p>	<p>Morning Afternoon Evening Day First Next Last Night Tomorrow Yesterday Today</p>	<p>Before lunch and after lunch Snap plates of classroom activities What happens next? Sequencing cards (building a snowman, growing a plant) My day: Drawing some of their activities and sharing activities.</p>	<p>(K.11) Measurement. The student uses time to describe, compare, and order events and situations. The student is expected to:</p> <p>(A) compare events according to duration such as more time than or less time than;</p> <p>(B) sequence events (up to three); and</p> <p>(C) read a calendar using days, weeks, and months.</p>	<p>HSP MATH TE p144-147 Judy Clock</p>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

Third Nine Weeks (38 days of instruction) January 19 - March 26

Week Seven (Feb 22- March 5)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V.A.8 Child verbally identifies, without counting the number of objects from 1 to 5.</p>	D	<p>Compare and order sets of concrete objects. Order sets by the number of objects in them.</p>	<p>Less than More than Before After equal fewer</p>	<p>Build cube towers with different number of cubes. Arrange towers from fewest to most. Then match numbers to towers. Numbers a line; making number cards from 1 to 5. Compare numbers to right and to the left of each other. More than, less than. Tap sticks and students, tap same number, one more, or one less from taps heard. Comparing with number cards. Finger show game</p>	<p>(K.1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to: (A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects; (B) use sets of concrete objects to represent quantities given in verbal or written form (through 20); and (C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.</p>	<p><u>Five Little Ducks</u> by Roff; HSP TE p 154-157 Everyday Math TE pg81</p>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

Third Nine Weeks (38 days of instruction) January 19 - March 26

Week Eight and Nine (Mar 8 - 26)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials
<p>V.B.1, V.A.8 Child uses concrete models or makes a verbal word problem for adding up to 5 objects.</p>	D	Explore addition by combining sets.	Add More In all Total join	Numbers a line: making number cards, arranging cards from 1 to 5. Compare numbers to right and to left of each other. More than, less than: tap sticks and students tap same number, one more or one less from taps heard. The elephants song. The ants go marching song. 5 little fish song.	(K.4) Number, operation, and quantitative reasoning. The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects.	<p>HSP TE p154 Bear counters, Poster 4 of HSP or magazine pictures of sets one to four objects, connecting cubes, counters, numbers cards, 1 to 3, number cubes.</p> <p><u>When the Doorbell Rang</u> by Pat Hutchins <u>5 Little Fish Song</u> by Jack Hartman</p>

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

Fourth Nine Weeks (39 days of instruction) April 4 - June 4

Week One and Two (March 29-April 9)

Pr-Kinder Guideline	I - Introduce D - Develop M - Master	Skills/Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

Fourth Nine Weeks (39 days of instruction) April 4 - June 4

Week Three and Four (Apr 12-23)

Pr-Kinder Guideline	I - Introduce D - Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

Fourth Nine Weeks (39 days of instruction) April 4 - June 4

Week Five and Six (April 26-May 7)

Pr-Kinder Guideline	I - Introduce D - Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

Fourth Nine Weeks (39 days of instruction) April 4 - June 4

Week Seven and Eight (May 10- 21)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials

Pre-kindergarten Math Scope and Sequence Overview 2009-2010 Think Math!

Fourth Nine Weeks (39 days of instruction) April 4 - June 4

Week Nine and Ten (May 24-June 4)

Pr-Kinder Guideline	I- Introduce D- Develop M - Master	Skills/ Concepts	Vocabulary	Student Work Sample/ Assessment	Kinder Alignment	Resources/ Materials