



MOHAWK

Local School District

Preparing today's students for tomorrow's challenges

Mohawk Local Schools Grade K Math

Quarter Year Long Curriculum Guide

Mathematical Practices

1. Make Sense of Problems and Persevere in Solving them
2. Reasoning Abstractly & Quantitatively
3. Construct Viable Arguments and Critique the Reasoning of Others
4. Model with Mathematics
5. Use Appropriate Tools Strategically
6. Attend to Precision
7. Look for and Make use of Structure
8. Look for and Express Regularity in Repeated Reasoning

Critical Areas of Focus Being Addressed:

- Counting and Cardinality
- Operations and Algebraic Thinking
- Numbers and Operations Base 10

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:
 (DOK1) (DOK2) (DOK3) (DOK4)

Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."

Counting and Cardinality

Count to 100 by ones and by tens. 4th-100(DOK1)

- I can count to 10 by ones. (K)
- I can count to 20 by ones. (K)
- I can count to 100 by ones. (K)
- I can count to 100 by tens. (K)

| | |
|--|---|
| <p>Count forward beginning from a given number within the known sequence (instead of having to begin at 1).4th-100(DOK1)</p> | <ul style="list-style-type: none"> • I can count from a number other than 1 up to 100.(K) |
| <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 2 representing a count of no objects). 4th-100 (DOK1)</p> | <ul style="list-style-type: none"> • I can write numbers 0-10. (K) • I can write numbers 11-20. (K) • I can represent a group of objects with a written numeral 0-20.(K) |
| <p>Understand the relationship between numbers and quantities; connect counting to cardinality. 4th-20 (DOK1)</p> | <ul style="list-style-type: none"> • I can count objects in a group correctly (each object is counted only once) regardless of arrangement and order. (K) • I can say “how many” are in a group after counting all the objects. (K) • If I already know how many are in a group, I can say how many there are (without recounting the whole group) when one more object is added to the group. (K) • I can explain my counting strategy.(K) |
| <p>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.4th-20 (DOK1)</p> | <ul style="list-style-type: none"> • I can count objects in a group correctly (each object is counted only once) regardless of arrangement and order. (K) • I can say “how many” are in a group after counting all the objects. (K) • If I already know how many are in a group, I can say how many there are (without recounting the whole group) when one more object is added to the group. (K) • I can explain my counting strategy.(K) |
| <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. 4th-20 (DOK1)</p> | <ul style="list-style-type: none"> • I can count objects in a group correctly (each object is counted only once) regardless of arrangement and order. (K) • I can say “how many” are in a group after counting all the objects. (K) • If I already know how many are in a group, I can say how many there are (without recounting the whole group) when one more object is added to the group. (K) • I can explain my counting strategy.(K) |

| | |
|---|---|
| <p>c. Understand that each successive number name refers to a quantity that is one larger. 4th-20 (DOK1)</p> | <ul style="list-style-type: none"> • I can count objects in a group correctly (each object is counted only once) regardless of arrangement and order. (K) • I can say “how many” are in a group after counting all the objects. (K) • If I already know how many are in a group, I can say how many there are (without recounting the whole group) when one more object is added to the group. (K) • I can explain my counting strategy.(K) |
| <p>Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. 4th-20 (DOK1)</p> | <ul style="list-style-type: none"> • I can count objects up to 20 in a variety of arrangements. (K) • I can say “how many” objects are in a group. (K) • I can show the correct number of objects when I am told a number up to 20.(K) |
| <p>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. 4th-20 (DOK2)</p> | <ul style="list-style-type: none"> • I can say which group has more by matching or counting the number of objects in both groups. (R) • I can say which group has less by matching or counting the number of objects in both groups. (R) • I can say when groups are equal (same as) by matching or counting.(R) |
| <p>Compare two numbers between 1 and 10 presented as written numerals. 4th-20 (DOK2)</p> | <ul style="list-style-type: none"> • I can read numerals to 10. (R) • I can tell the values of numerals to 10. (R) • I can compare two numerals between 1 and 10 and say which numeral has a greater value.(R) |
| <p>Operations and Algebraic Thinking</p> | |
| <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 4th-20 (DOK2)</p> | <ul style="list-style-type: none"> • I can explain addition (putting together and adding to). (R) • I can explain subtraction (taking apart and taking from). (R) • I can identify the mathematical symbols used to show addition and subtraction. (R) • I can show addition and subtraction using objects, fingers, sounds, acting out situations, expressions, and equations.(R) |
| <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (DOK2)</p> | <ul style="list-style-type: none"> • I can add and subtract numbers within 10. (R) • I can solve addition and subtraction word problems using objects and drawings.(R) |

| Number and Operations in Base 10 | |
|--|--|
| Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. (DOK2) | <ul style="list-style-type: none">• I can count to 20. (R)• I can use numbers 1-9 to make 10 using objects or drawings (e.g., 10 frame, base ten blocks). (R)• I can compose (put together) numbers 11-19 using a ten and some ones and show my work with a drawing or equation. (R)• I can decompose (break apart) numbers 11-19 using a ten and some ones and show my work with a drawing or equation.(R) |