

Kindergarten Math Curriculum Bundle # 7

Title	Suggested Dates
Naming Quantities, Interpreting Graphs, and Duration of Events/Time	January 5 - January 29 (18 days)

Big Idea/Enduring Understanding	Guiding Questions
<p>Groups can be identified by quantities. Graphs can help you solve problems. Events can be compared according to their duration.</p>	<p>How do I use counting in my everyday life? What are different ways to determine a quantity in a group? How can you record your quantity? How does making a graph or table help you solve problems? How does understanding a graph help you make a plan to solve a problem? What information does this graph tell me? What descriptive language can you use to compare duration of time? Why is it important to know how long an event takes? Which events in your daily schedule take the most/least time?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above)	
<p>Teachers will use Math Investigations as the main instructional resource. District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with TEKS.</p>			
<p>Stuart Murphy Grade Level Library: <u>Jack the Builder</u>– Counting On Strategies Guided Problems for the Math Library Activity pages Page 12</p>			
<p>K.11 The student uses time to describe, compare, and order events and situations.</p> <p>K.11A Compare events according to duration such as more time than or less time than.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • focus on attributes of time, length, and temperature (ex: Which event takes longer: taking a bath or blinking your eyes?) 	<p><u>Math Investigations</u></p> <p><u>Measuring and Counting</u> Unit 4 Investigations 1 Sessions 1 – 5 Pages 28 - 52</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision Math</u> Topic 14 Lesson 1</p>

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<p>K.1 The student uses numbers to name quantities.</p> <p>K.1A 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>Including but not limited to</p> <ul style="list-style-type: none"> • compare two sets of objects, each 20 or less, in which both sets have the same number of objects • compare two sets of objects each 20 or less in which one has more or less objects • Compare two sets of objects each 20 or less in which one set has two less or more than the other (ex: Set “A” has 10, set “b” has 7. How many more does set “A” have than set “B”.) 	<p><u>Math Investigations</u></p> <p><u>Sorting and Surveys</u> Unit 7</p> <p>Note: Teach entire Investigations unit, see additional resources to reinforce individual TEKS listed</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision Math</u> Topic 10 Lessons 1-4</p>
<p>K.1 The student uses numbers name quantities.</p> <p>K.1B Use sets of concrete objects to represent quantities given in verbal or written form (through 20).</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • verbalize the counting sequence • connect objects to numerals given in verbal and written form • connect numerals and number words given in verbal and written form to the quantities they represent 		<p><u>Whole Group Lessons</u></p> <p><u>Envision Math</u> Topic 9 Lessons 1-3</p>
<p>K.1 The student uses numbers name quantities.</p> <p>K.1C Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic description.</p> <p>Note: Not reading number word, but associating it when given verbally with numeric symbol.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • use numbers to describe objects in a set to 20 		<p><u>Whole Group Lessons</u></p> <p><u>Envision Math</u> Topic 9 Lessons 4-6</p>
<p>K.12 The student constructs and uses graphs of real objects or pictures to answer questions.</p> <p>K.12A Construct graphs using real objects or pictures in order to answer questions.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • arrange objects in a floor or table graph according to attributes • label graphs appropriately • construct both horizontal and vertical graphs 		<p><u>Whole Group Lessons</u></p> <p><u>Envision Math</u> Topic 16 Lessons 2-5</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>Navigating Through Data Analysis and Probability</u> Build A Graph page 15</p> <p><u>Region IV Prep</u> Graph Lessons page 114-127</p>

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<p>K.12 The student constructs and uses graphs of real objects or pictures to answer questions.</p> <p>K.12B Use information from a graph of real objects or pictures in order to answer questions.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • gather, sort and interpret data in response to questions posed by the teacher and students (ex: How many more students like red apples than green apples?) 		<p><u>Whole Group Lessons</u></p> <p><u>Envision Math</u> Topic 16 Lesson 1</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>Navigating Through Data</u> <u>Analysis and Probability</u> What's Your Favorite? page 18</p> <p><u>Navigating Through Data</u> <u>Analysis and Probability</u> Back and Forth page 44</p>
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