Essential Learnings Planning

What Is It We Expect Students to Learn?					
Grade: Kinder	Subject: Math	Trimester: 1st	Team Members: D. Lee; L. Rodriguez		
Description of Standard	**Example of Rigor**	**Prerequisite Skills**	**When Taught?**	**Common Summative Assessment**	**Extension Standards**
What is the essential to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?
K.CC.1 **Count to 100 by ones and by tens.**	**-Students will orally count to 100 with 80% proficiency** **-Students will count by 10 to 100**	*Know numbers *Counting in order *Patterns	**1st Trimester**	*District Benchmark Assessments *Chapter Test *Teacher made Assessments	*Encourage to continue to higher numbers *Write the numbers
K.CC.3 **Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).**	-Students can write the numbers 0-20 -Students can count and write the number 0-20 to show how many are in a set	*Correctly form/write the numbers *Count objects *One to one correspondence	**1st Trimester**	*District Benchmark Assessments *Chapter Test *Teacher made Assessments	*Encourage students to write numbers to 30 and higher *Count sets of more than 20 and write the corresponding number
K.CC.4 **Understand the relationship between numbers and quantities; connect counting to cardinality.** **a. When counting objects, say the number**	a. Students can count objects one by one and say the number names in order, b. Students know that the last number said is how many objects were counted and that the number of objects is the	* 1:1 correspondence *Count correctly with increasing difficulty	**1st Trimester**	*District Benchmark Assessments *Chapter Test *Teacher made Assessments	*Skip counting

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. **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.** **c. Understand that each successive number name refers to a quantity that is one larger.**	same no matter how they are counted. c. Students know that as they count, the next number is one more.				
K.OA.1 **Represent addition and subtraction with objects, fingers, mental images, drawings, 2 sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.**	*Students can add and subtract in many ways	Addition and subtraction vocabulary (add, subtract, together, are left)	**1st Trimester** **2nd Trimester**	*District Benchmark Assessments *Chapter Test *Teacher made Assessments	*Mental math *Memorization *Higher numbers
K.OA.3 **Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by**	* Students can show different ways to make a number that is less than or equal to 10.	*Vocabulary-less than, equal to, greater than *Compare numbers	**1st Trimester** **2nd Trimester**	*District Benchmark Assessments *Chapter Test *Teacher made Assessments	*Decomposing numbers up to 20 or more

using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).					

Working in collaborative teams, examine all relevant documents, common core standards and then apply the criteria of endurance, leverage, and readiness to determine which standards are essential for all student to master. Remember, less is more. For each standard selected, complete the columns.