Kindergarten Trimester 2 (December 11-March 16) Math Matrix

Unit Name	Investigations	Sessions	Math Main Ideas	Assessments
Unit 6 – HOW MANY NOW? *Addition Subtraction and the Number System 1*	1 - 3	**20** Approx. 20-21 days		Checklists and Observations
K.CC.A.1 Count to 100 by ones and by tens. K.CC.A.2 Count forward beginning from a given number within the known sequence K.CC.A.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). *K.CC.B.4* Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.B.5 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. K.CC.C.6 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. K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals. K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	**1- COUNTING LARGER QUANTITIES**	1.1-1.6	Counting and Representing Quantities Understanding, representing, solving addition and subtraction problems	✓A-18 Counting 1.1, 1.4, 3.5 ✓A-19 Writing Numbers to 10 1.1, 2.1, 3.5 ✓A-20 Counting sequence to 100 1.3 ✓A-21 Representing and Solving Addition Problems (MP3, MP5) 1.6, 2.1, 2.6, 3.5
K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). K.OA.A.5 Fluently add and subtract within 5. K.NBT.A.1 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 (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	**2- HOW MANY IN ALL ?**	2.1-2.8	Counting and Representing Quantities Understanding, representing, solving addition and subtraction problems	
K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	**3-HOW MANY OF EACH ?**	3.1-3.6	Counting and Representing Quantities Understanding, representing, solving addition and subtraction problems.	✓A-22 Decomposing Numbers into Two Addends 3.1, 3.3, 3.4, 3.5