

MATH	Beaumont ISD	Pre-K 4	Revision Date: Aug. 9 2017
First Nine Weeks August 28th- October 20th 46 Teacher days 39 Student/instructional days CLI Engage BOY Testing: September 18 – October 13	Second Nine Weeks October 23rd- December 15th 35 Teacher days 34 Student/instructional days		

The expectation is that all PK Guidelines will be modeled for students when introduced. Then, instruction of all PK Guidelines will be guided through small groups and individual instruction. Based on student progress, some PK Guidelines will be mastered and become independent.

Units

Unit 1: This Way to Pre-K/ Rules and Procedures (5 days)
 One to one correspondence
 Rote counting
 Ordinal numbers (first, last)
 Shapes
 Location words (on/off)
 Passing of time terms (today, yesterday, tomorrow)
 Patterns (recognize)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.
 V.A.2. Child uses words to rote count from 1 to 30.
 V.A.3. Child counts 1-10 items, with one count per item.
 V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
 V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted
 V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order
 V.A.7. Child uses the verbal ordinal terms.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.
 V.C.3. Child demonstrates use of location words

Units

Unit 1: Friends and Pets/ Fire Safety (5 days)
 One to one correspondence
 Rote counting
 Ordinal numbers (first, second)
 Recognize a group of 3 without counting
 Digit numerals (3)
 Addition (joining together)
 Subtraction (separating)
 Shapes (square)
 Measure height and length
 Location words (over/under) - manipulate an object using various location words
 Passing of time terms (today, yesterday, tomorrow, etc...)
 Sorting (pictures of items in/out)
 Patterns (recognize and create)
 Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.
 V.A.2. Child uses words to rote count from 1 to 30.
 V.A.3. Child counts 1-10 items, with one count per item.
 V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
 V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted
 V.A.6. Child demonstrates understanding that when

(such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).

Measurement Skills

V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.3. Child recognizes and creates patterns.

Unit 2: This Way to Pre-K (4 days)

One to one correspondence

Rote counting

Ordinal numbers (first, last)

Digit numerals - introduce 0-9

Shapes (circle)

Location words

Passing of time terms (today, yesterday, tomorrow, etc...)

Patterns (recognize and create)

Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.

V.A.2. Child uses words to rote count from 1 to 30.

V.A.3. Child counts 1-10 items, with one count per item.

V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted

V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order

V.A.7. Child uses the verbal ordinal terms.

V.A.9. Child recognizes one-digit numerals, 0-9.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

V.C.2. Child creates shapes

V.C.3. Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).

V.C.4. Child slides, flips, and turns shapes to

counting, the items can be chosen in any order

V.A.7. Child uses the verbal ordinal terms.

V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.

V.A.9. Child recognizes one-digit numerals, 0-9.

B. Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.

V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

V.C.2. Child creates shapes

V.C.3. Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.

V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

Unit 2: Community/ Fire Safety (5 days)

One to one correspondence

Rote counting

Ordinal numbers (first, second)

Recognize a group of 3 without counting

Digit numerals (3)

Addition (joining together)

Subtraction (separating)

Shapes (circle, triangle, square)

Measure height and length

Recognizes how much can fit into an object - Estimate how many cookies can fit on a tray

Location words (inside/outside)

Passing of time terms (today, yesterday, tomorrow,

demonstrate that the shapes remain the same.

Measurement Skills

V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

Unit 3: I Make Choices (5 days)

One to one correspondence

Rote counting

Ordinal numbers (first, last)

Digit numerals (1)

Shapes (circle)

Measure height (tall/short)

Location words (up/down)

Passing of time terms (today, yesterday, tomorrow, etc...)

Patterns (recognize and create)

Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.

V.A.2. Child uses words to rote count from 1 to 30.

V.A.3. Child counts 1-10 items, with one count per item.

V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted

V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order

V.A.7. Child uses the verbal ordinal terms.

V.A.9. Child recognizes one-digit numerals, 0-9.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

V.C.2. Child creates shapes

V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

etc...)

Sorting (by community helper - which items belong to who)

Patterns (recognize and create)

Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.

V.A.2. Child uses words to rote count from 1 to 30.

V.A.3. Child counts 1-10 items, with one count per item.

V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted

V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order

V.A.7. Child uses the verbal ordinal terms.

V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.

V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.

V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

V.C.2. Child creates shapes

V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.

V.D.2. Child recognizes how much can be placed within an object.

V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

Unit 4: Physical Me (5 days)

One to one correspondence

Rote counting

Ordinal numbers (first, last)

Recognize a group of 1 without counting

Digit numerals (2)

Shapes (triangle)

Measure height (tall/short)

Location words (left/right)

Passing of time terms (today, yesterday, tomorrow, etc...)

Sorting (by shape/color)

Patterns (recognize)

Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.

V.A.2. Child uses words to rote count from 1 to 30.

V.A.3. Child counts 1-10 items, with one count per item.

V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted

V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order

V.A.7. Child uses the verbal ordinal terms.

V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.

V.A.9. Child recognizes one-digit numerals, 0-9.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

different into groups and uses language to describe how the groups are similar and different.

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

Unit 3: Earth Changes/ Fall (5 days)

One to one correspondence

Rote counting

Ordinal numbers (first, second)

Recognize a group of 3-4 without counting

Digit numerals (4)

Addition (joining together)

Subtraction (separating)

Shapes (rectangle)

Measure weight (heavy/light - empty/full)

Recognizes how much can fit into an object - Estimate how many pumpkins can fit in a box

Location words top/bottom)

Passing of time terms (today, yesterday, tomorrow, etc...)

Sorting (leaves by color)

Patterns (recognize and create)

Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.

V.A.2. Child uses words to rote count from 1 to 30.

V.A.3. Child counts 1-10 items, with one count per item.

V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted

V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order

V.A.7. Child uses the verbal ordinal terms.

V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.

V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.

V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.

Geometry and Spatial Sense Skills

V.C.2. Child creates shapes
V.C.3. Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.
V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
V.E.2. Child collects data and organizes it in a graphic representation.
V.E.3. Child recognizes and creates patterns.

Unit 5: My 5 Senses (5 days)

One to one correspondence
Rote counting
Ordinal numbers (first, last)
Recognize a group of 1 without counting
Digit numerals (0-2)
Shapes (circle and triangle)
Measure length (short/long)
Location words (in/out) left/right
Passing of time terms (today, yesterday, tomorrow, etc...)
Sorting (short/long, senses)
Patterns (recognize and create)
Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.
V.A.2. Child uses words to rote count from 1 to 30.
V.A.3. Child counts 1-10 items, with one count per item.
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how

V.C.1. Child names common shapes.
V.C.2. Child creates shapes
V.C.3. Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.
V.D.2. Child recognizes how much can be placed within an object.
V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
V.E.2. Child collects data and organizes it in a graphic representation.
V.E.3. Child recognizes and creates patterns.

Unit 4: Healthy Choices (5 days)

One to one correspondence
Rote counting
Ordinal numbers (first, second)
Recognize a group of 1-4 without counting
Digit numerals (5)
Addition (joining together)
Subtraction (separating)
Shapes (square and rectangle)
Measure weight (heavy/light - empty/full)
Recognizes how much can fit into an object - Estimate how many pumpkins can fit in a box
Location words (near/far)
Passing of time terms (today, yesterday, tomorrow, etc...)
Sorting (day/night)
Patterns (recognize and create)
Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.
V.A.2. Child uses words to rote count from 1 to 30.
V.A.3. Child counts 1-10 items, with one count per item.
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of

many items were counted
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order
V.A.7. Child uses the verbal ordinal terms.
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.
V.A.9. Child recognizes one-digit numerals, 0-9.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.
V.C.2. Child creates shapes
V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.
V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
V.E.2. Child collects data and organizes it in a graphic representation.
V.E.3. Child recognizes and creates patterns.

Unit 6: I Think, I Feel (5 days)

One to one correspondence
Rote counting
Ordinal numbers (first, last)
Recognize a group of 2 without counting
Digit numerals (0)
Shapes (circle and triangle)
Measure height (short/long)
Location words (in/out)
Passing of time terms (today, yesterday, tomorrow, etc...)
Sorting (feelings)
Patterns (recognize and create)
Graphic organizer (bar graph)

Counting Skills

what is counted.
V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order
V.A.7. Child uses the verbal ordinal terms.
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.
V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.
V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.
V.C.2. Child creates shapes
V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.
V.D.2. Child recognizes how much can be placed within an object.
V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
V.E.2. Child collects data and organizes it in a graphic representation.
V.E.3. Child recognizes and creates patterns.

Unit 5: Healthy Habits/ Day and Night (5 days)

One to one correspondence
Rote counting
Ordinal numbers (first, next, last)
Recognize a group of 0-4 without counting

- V.A.1. Child knows that objects, or parts of an object, can be counted.
- V.A.2. Child uses words to rote count from 1 to 30.
- V.A.3. Child counts 1-10 items, with one count per item.
- V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
- V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted
- V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order
- V.A.7. Child uses the verbal ordinal terms.
- V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.
- V.A.9. Child recognizes one-digit numerals, 0-9.

Geometry and Spatial Sense Skills

- V.C.1. Child names common shapes.
- V.C.2. Child creates shapes
- V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).
- V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

- V.D.1. Child recognizes and compares heights or lengths of people or objects.
- V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

- V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
- V.E.2. Child collects data and organizes it in a graphic representation.
- V.E.3. Child recognizes and creates patterns.

Unit 7: Families (5 days)

- One to one correspondence
- Rote counting
- Ordinal numbers (first, last)
- Recognize a group of 2 without counting

- Digit numerals (5)
- Addition (joining together)
- Subtraction (separating)
- Divide groups equally into smaller groups (4 into 2 groups)
- Shapes (square and rectangle)
- Measure weight (heavy/light - empty/full)
- Recognizes how much can fit into an object - Estimate how many pies will fit on the table
- Location words (near/far)
- Passing of time terms (today, yesterday, tomorrow, etc...)
- Sorting (day/night)
- Patterns (recognize and create)
- Graphic organizer (bar graph)

Counting Skills

- V.A.1. Child knows that objects, or parts of an object, can be counted.
- V.A.2. Child uses words to rote count from 1 to 30.
- V.A.3. Child counts 1-10 items, with one count per item.
- V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
- V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted
- V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order
- V.A.7. Child uses the verbal ordinal terms.
- V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.
- V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

- V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.
- V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.
- V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

- V.C.1. Child names common shapes.
- V.C.2. Child creates shapes
- V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).
- V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Digit numerals (0)
Shapes (circle and triangle)
Measure height and length
Location words (in/out)
Passing of time terms (today, yesterday, tomorrow, etc...)
Sorting (pictures of items in/out)
Patterns (recognize and create)
Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.
V.A.2. Child uses words to rote count from 1 to 30.
V.A.3. Child counts 1-10 items, with one count per item.
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order
V.A.7. Child uses the verbal ordinal terms.
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.
V.A.9. Child recognizes one-digit numerals, 0-9.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.
V.C.2. Child creates shapes
V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.
V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.
V.D.2. Child recognizes how much can be placed within an object.
V.D.3. Child informally recognizes and compares weights of objects or people.
V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
V.E.2. Child collects data and organizes it in a graphic representation.
V.E.3. Child recognizes and creates patterns.

Unit 6: Big and Little - Parts of a Tree (5 days)

One to one correspondence
Rote counting
Ordinal numbers (third) - first, second, third
Recognize a group of 0-4 without counting
Digit numerals (0-5)
Addition (joining together)
Subtraction (separating)
Divide groups equally into smaller groups (4 into 2 groups)
Shapes (square and rectangle)
Measure height
Recognizes how much can fit into an object - Estimate how many ornaments will fit on the tree
Location words (part/whole) in front of/behind
Passing of time terms (today, yesterday, tomorrow, etc...)
Sorting (part/whole)
Patterns (recognize and create)
Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.
V.A.2. Child uses words to rote count from 1 to 30.
V.A.3. Child counts 1-10 items, with one count per item.
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

Unit 8: Families and Homes/ Fire Safety (5 days)

One to one correspondence

Rote counting

Ordinal numbers (first, last)

Recognize a group of 2 without counting

Digit numerals (0)

Shapes (circle and triangle)

Measure height (short/long)

Location words (open/close)

Passing of time terms (today, yesterday, tomorrow, etc...)

Sorting (pictures of items in/out)

Patterns (recognize and create)

Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.

V.A.2. Child uses words to rote count from 1 to 30.

V.A.3. Child counts 1-10 items, with one count per item.

V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted

V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order

V.A.7. Child uses the verbal ordinal terms.

V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.

V.A.9. Child recognizes one-digit numerals, 0-9.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

V.C.2. Child creates shapes

V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted

V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order

V.A.7. Child uses the verbal ordinal terms.

V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.

V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.

V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.

V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

V.C.2. Child creates shapes

V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.

V.D.2. Child recognizes how much can be placed within an object.

V.D.3. Child informally recognizes and compares weights of objects or people.

V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

Unit 7: Traditional Tales/Holidays (5 days)

One to one correspondence

Rote counting

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.

V.D.2. Child recognizes how much can be placed within an object.

V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

Ordinal numbers (third) - first, second, third

Recognize a group of 5 without counting

Digit numerals (0-5)

Addition (joining together)

Subtraction (separating)

Divide groups equally into smaller groups (4 into 2 groups)

Shapes (rhombus)

Measure height, length and weight

Recognizes how much can fit into an object - Estimate how many pies will fit on the table

Location words (front/back)

Passing of time terms (today, yesterday, tomorrow, etc...)

Sorting (shape)

Patterns (recognize and create)

Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.

V.A.2. Child uses words to rote count from 1 to 30.

V.A.3. Child counts 1-10 items, with one count per item.

V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted

V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order

V.A.7. Child uses the verbal ordinal terms.

V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.

V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.

V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.

V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

V.C.2. Child creates shapes

V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.

V.D.2. Child recognizes how much can be placed within an object.

V.D.3. Child informally recognizes and compares weights of objects or people.

V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

Unit 8: Holidays/Problem Solving (5 days)

One to one correspondence

Rote counting

Ordinal numbers (third) - first, second, third

Recognize a group of 1-5 without counting

Digit numerals (0-5)

Addition (joining together)

Subtraction (separating)

Divide groups equally into smaller groups (4 into 2 groups)

Shapes (circle, triangle, square, rectangle, rhombus)

Measure weight - balance beam

Recognizes how much can fit into an object - Estimate how many pies will fit on the table

Location words (front/back)

Passing of time terms (today, yesterday, tomorrow, etc, ...)

Sorting (by holiday)

Patterns (recognize and create) AAB pattern

Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.

V.A.2. Child uses words to rote count from 1 to 30.

V.A.3. Child counts 1-10 items, with one count per item.

V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted

V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order

V.A.7. Child uses the verbal ordinal terms.

V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.

V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.

V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.

V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

V.C.2. Child creates shapes

V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.

V.D.2. Child recognizes how much can be placed within an object.

V.D.3. Child informally recognizes and compares weights of objects or people.

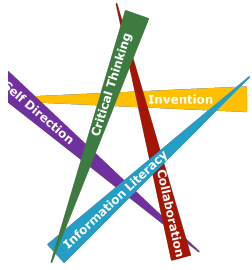
V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.



Beaumont 22nd Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

MATH	Beaumont ISD:	Pre-K 4	Revision Date: Aug. 9, 2017
Third Nine Weeks January 3rd - March 9th 48 Teacher days 46.5 Student/ instructional days CLI Engage MOY Testing: January 3 – February 9	Fourth Nine Weeks March 19th – June 7st 58 Teacher days 56.5 Teacher/ instructional days CLI Engage EOY Testing: April 9 – May 4		

The expectation is that all PK Guidelines will be modeled for students when introduced. Then, instruction of all PK Guidelines will be guided through small groups and individual instruction. Based on student progress, some PK Guidelines will be mastered and become independent.

Units

Unit 1: Earth Changes / Winter (3 days)

One to one correspondence
Rote counting
Ordinal numbers (third) - first, second, third
Recognize a group of 1-5 without counting
Digit numerals (0-5)
Addition (joining together)
Subtraction (separating)
Divide groups equally into smaller groups (6 into 2 groups)
Shapes (circle, triangle, square, rectangle, rhombus)
Measure length, height, weight - use various measuring tools
Recognizes how much can fit into an object - Estimate then measure
Location words
Passing of time terms (today, yesterday, tomorrow, etc, ...)
Sorting
Patterns (recognize and create)
Graphic organizer (bar graph)

Counting Skills

- V.A.1. Child knows that objects, or parts of an object, can be counted.
- V.A.2. Child uses words to rote count from 1 to 30.
- V.A.3. Child counts 1-10 items, with one count per item.
- V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
- V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted
- V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order
- V.A.7. Child uses the verbal ordinal terms.
- V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.
- V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

- V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.

Units

Unit 1: Farm/Texas (Longhorns) (5 days)

One to one correspondence
Rote counting
Ordinal numbers (first-fifth)
Recognize a group of 1-5 without counting
Digit numerals (0-9)
Addition (joining together)
Subtraction (separating)
Divide groups equally into smaller groups (0-10 into 2 and 3 groups)
Shapes (circle, triangle, square, rectangle, rhombus)
Measure length, height, weight - use various measuring tools
Recognizes how much can fit into an object - Estimate then measure
Location words
Passing of time terms (today, yesterday, tomorrow, etc, ...)
Sorting
Patterns (recognize and create)
Graphic organizer (bar graph)

Counting Skills

- V.A.1. Child knows that objects, or parts of an object, can be counted.
- V.A.2. Child uses words to rote count from 1 to 30.
- V.A.3. Child counts 1-10 items, with one count per item.
- V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
- V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted
- V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order
- V.A.7. Child uses the verbal ordinal terms.
- V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.
- V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

- V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.
- V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.
- V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

- V.C.1. Child names common shapes.
- V.C.2. Child creates shapes
- V.C.3. Child demonstrates use of location words (such as

V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.
V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.
V.C.2. Child creates shapes
V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.
V.D.2. Child recognizes how much can be placed within an object.
V.D.3. Child informally recognizes and compares weights of objects or people.
V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
V.E.2. Child collects data and organizes it in a graphic representation.
V.E.3. Child recognizes and creates patterns.

Unit 2: Problem Solving/ MLK (5 days)

One to one correspondence
Rote counting
Ordinal numbers (fourth) - first, second, third, fourth
Recognize a group of 1-5 without counting
Digit numerals (6)
Addition (joining together)
Subtraction (separating)
Divide groups equally into smaller groups (6 into 2 groups)
Shapes (circle, triangle, square, rectangle,

"over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.
V.D.2. Child recognizes how much can be placed within an object.
V.D.3. Child informally recognizes and compares weights of objects or people.
V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
V.E.2. Child collects data and organizes it in a graphic representation.
V.E.3. Child recognizes and creates patterns.

Unit 2: Nurturing Earth/ Plants/ Easter/ Texas (Bluebonnets) (4 days)

One to one correspondence
Rote counting
Ordinal numbers (first-fifth)
Recognize a group of 1-5 without counting
Digit numerals (0-9)
Addition (joining together)
Subtraction (separating)
Divide groups equally into smaller groups (0-10 into 2 and 3 groups)
Shapes (circle, triangle, square, rectangle, rhombus)
Measure length, height, weight - use various measuring tools
Recognizes how much can fit into an object - Estimate then measure
Location words
Passing of time terms (today, yesterday, tomorrow, etc. ...)
Sorting
Patterns (recognize and create)
Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.
V.A.2. Child uses words to rote count from 1 to 30.
V.A.3. Child counts 1-10 items, with one count per item.

rhombus)
Measure length, height, weight - use various measuring tools
Recognizes how much can fit into an object - Estimate then measure
Location words
Passing of time terms (today, yesterday, tomorrow, etc, ...)
Sorting
Patterns (recognize and create)
Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.
V.A.2. Child uses words to rote count from 1 to 30.
V.A.3. Child counts 1-10 items, with one count per item.
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order
V.A.7. Child uses the verbal ordinal terms.
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.
V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.
V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.
V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.
V.C.2. Child creates shapes
V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order
V.A.7. Child uses the verbal ordinal terms.
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.
V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.
V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.
V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.
V.C.2. Child creates shapes
V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.
V.D.2. Child recognizes how much can be placed within an object.
V.D.3. Child informally recognizes and compares weights of objects or people.
V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
V.E.2. Child collects data and organizes it in a graphic representation.
V.E.3. Child recognizes and creates patterns.

Unit 3: Bugs/ Life Cycles/Texas (Texas Toad) (5

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.

V.D.2. Child recognizes how much can be placed within an object.

V.D.3. Child informally recognizes and compares weights of objects or people.

V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

Unit 3: Nursery Rhymes - Properties of Matter (4 days)

One to one correspondence

Rote counting

Ordinal numbers (fourth) - first, second, third, fourth

Recognize a group of 1-5 without counting

Digit numerals (0-6)

Addition (joining together)

Subtraction (separating)

Divide groups equally into smaller groups (8 into 2 groups)

Shapes (circle, triangle, square, rectangle, rhombus)

Measure length, height, weight - use various measuring tools

Recognizes how much can fit into an object - Estimate then measure

Location words

Passing of time terms (today, yesterday, tomorrow, etc, ...)

Sorting

Patterns (recognize and create)

Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.

days)

One to one correspondence

Rote counting

Ordinal numbers (first-fifth)

Recognize a group of 1-5 without counting

Digit numerals (0-9)

Addition (joining together)

Subtraction (separating)

Divide groups equally into smaller groups (0-10 into 2 and 3 groups)

Shapes (circle, triangle, square, rectangle, rhombus)

Measure length, height, weight - use various measuring tools

Recognizes how much can fit into an object - Estimate then measure

Location words

Passing of time terms (today, yesterday, tomorrow, etc, ...)

Sorting

Patterns (recognize and create)

Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.

V.A.2. Child uses words to rote count from 1 to 30.

V.A.3. Child counts 1-10 items, with one count per item.

V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted

V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order

V.A.7. Child uses the verbal ordinal terms.

V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.

V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.

V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.

V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

V.C.2. Child creates shapes

V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

V.A.2. Child uses words to rote count from 1 to 30.

V.A.3. Child counts 1-10 items, with one count per item.

V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted

V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order

V.A.7. Child uses the verbal ordinal terms.

V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.

V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.

V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.

V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

V.C.2. Child creates shapes

V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.

V.D.2. Child recognizes how much can be placed within an object.

V.D.3. Child informally recognizes and compares weights of objects or people.

V.D.4. Child uses language to describe concepts associated with the passing of time

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.

V.D.2. Child recognizes how much can be placed within an object.

V.D.3. Child informally recognizes and compares weights of objects or people.

V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

Unit 4: More Bugs/Life Cycles/ Texas (Monarch Butterfly) (5 days)

One to one correspondence

Rote counting

Ordinal numbers (first-fifth)

Recognize a group of 1-5 without counting

Digit numerals (0-9)

Addition (joining together)

Subtraction (separating)

Divide groups equally into smaller groups (0-10 into 2 and 3 groups)

Shapes (circle, triangle, square, rectangle, rhombus)

Measure length, height, weight - use various measuring tools

Recognizes how much can fit into an object - Estimate then measure

Location words

Passing of time terms (today, yesterday, tomorrow, etc. ...)

Sorting

Patterns (recognize and create)

Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.

V.A.2. Child uses words to rote count from 1 to 30.

V.A.3. Child counts 1-10 items, with one count per item.

V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

Unit 4: Fairy Tales - Science Process (5 days)

One to one correspondence

Rote counting

Ordinal numbers (fourth) - first, second, third, fourth

Recognize a group of 1-5 without counting

Digit numerals (7)

Addition (joining together)

Subtraction (separating)

Divide groups equally into smaller groups (8 into 2 groups)

Shapes (circle, triangle, square, rectangle, rhombus)

Measure length, height, weight - use various measuring tools

Recognizes how much can fit into an object - Estimate then measure

Location words

Passing of time terms (today, yesterday, tomorrow, etc, ...)

Sorting

Patterns (recognize and create)

Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.

V.A.2. Child uses words to rote count from 1 to 30.

V.A.3. Child counts 1-10 items, with one count per item.

V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted

V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order

V.A.7. Child uses the verbal ordinal terms.

V.A.8. Child verbally identifies, without

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted

V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order

V.A.7. Child uses the verbal ordinal terms.

V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.

V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.

V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.

V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

V.C.2. Child creates shapes

V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.

V.D.2. Child recognizes how much can be placed within an object.

V.D.3. Child informally recognizes and compares weights of objects or people.

V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

Unit 5: Zoo/ Texas (Armadillo) (5 days)

One to one correspondence

Rote counting

Ordinal numbers (first-fifth)

counting, the number of objects from 1 to 5.
V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.

V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.

V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

V.C.2. Child creates shapes

V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.

V.D.2. Child recognizes how much can be placed within an object.

V.D.3. Child informally recognizes and compares weights of objects or people.

V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

Unit 5: Ballads/Folktale/ Fables (5 days)

One to one correspondence
Rote counting

Recognize a group of 1-5 without counting

Digit numerals (0-9)

Addition (joining together)

Subtraction (separating)

Divide groups equally into smaller groups (0-10 into 2 and 3 groups)

Shapes (circle, triangle, square, rectangle, rhombus)

Measure length, height, weight - use various measuring tools

Recognizes how much can fit into an object - Estimate then measure

Location words

Passing of time terms (today, yesterday, tomorrow, etc. ...)

Sorting

Patterns (recognize and create)

Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.

V.A.2. Child uses words to rote count from 1 to 30.

V.A.3. Child counts 1-10 items, with one count per item.

V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted

V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order

V.A.7. Child uses the verbal ordinal terms.

V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.

V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.

V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.

V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

V.C.2. Child creates shapes

V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

Ordinal numbers (fifth) - first, second, third, fourth, fifth
 Recognize a group of 1-5 without counting
 Digit numerals (0-7)
 Addition (joining together)
 Subtraction (separating)
 Divide groups equally into smaller groups (8 into 2 groups)
 Shapes (circle, triangle, square, rectangle, rhombus)
 Measure length, height, weight - use various measuring tools
 Recognizes how much can fit into an object - Estimate then measure
 Location words
 Passing of time terms (today, yesterday, tomorrow, etc, ...)
 Sorting
 Patterns (recognize and create)
 Graphic organizer (bar graph)
Counting Skills

- V.A.1. Child knows that objects, or parts of an object, can be counted.
- V.A.2. Child uses words to rote count from 1 to 30.
- V.A.3. Child counts 1-10 items, with one count per item.
- V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
- V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted
- V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order
- V.A.7. Child uses the verbal ordinal terms.
- V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.
- V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

- V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.
- V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.
- V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

- V.D.1. Child recognizes and compares heights or lengths of people or objects.
- V.D.2. Child recognizes how much can be placed within an object.
- V.D.3. Child informally recognizes and compares weights of objects or people.
- V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

- V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
- V.E.2. Child collects data and organizes it in a graphic representation.
- V.E.3. Child recognizes and creates patterns.

Unit 6: Nature's Giants/ Dinosaur/ Texas (Paluxysaurus Jonesi) 5 days)

One to one correspondence
 Rote counting
 Ordinal numbers (first-fifth)
 Recognize a group of 1-5 without counting
 Digit numerals (0-9)
 Addition (joining together)
 Subtraction (separating)
 Divide groups equally into smaller groups (0-10 into 2 and 3 groups)
 Shapes (circle, triangle, square, rectangle, rhombus)
 Measure length, height, weight - use various measuring tools
 Recognizes how much can fit into an object - Estimate then measure
 Location words
 Passing of time terms (today, yesterday, tomorrow, etc, ...)
 Sorting
 Patterns (recognize and create)
 Graphic organizer (bar graph)
Counting Skills

- V.A.1. Child knows that objects, or parts of an object, can be counted.
- V.A.2. Child uses words to rote count from 1 to 30.
- V.A.3. Child counts 1-10 items, with one count per item.
- V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
- V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted

Geometry and Spatial Sense Skills

- V.C.1. Child names common shapes.
- V.C.2. Child creates shapes
- V.C.3. Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).
- V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

- V.D.1. Child recognizes and compares heights or lengths of people or objects.
- V.D.2. Child recognizes how much can be placed within an object.
- V.D.3. Child informally recognizes and compares weights of objects or people.
- V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

- V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
- V.E.2. Child collects data and organizes it in a graphic representation.
- V.E.3. Child recognizes and creates patterns.

Unit 6: Community/Heart Health (5 days)

- One to one correspondence
- Rote counting
- Ordinal numbers (fifth) - first, second, third, fourth, fifth
- Recognize a group of 1-5 without counting
- Digit numerals (0-7)
- Addition (joining together)
- Subtraction (separating)
- Divide groups equally into smaller groups (8 into 2 groups)
- Shapes (circle, triangle, square, rectangle, rhombus)
- Measure length, height, weight - use various measuring tools
- Recognizes how much can fit into an object - Estimate then measure
- Location words

- V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order
- V.A.7. Child uses the verbal ordinal terms.
- V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.
- V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

- V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.
- V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.
- V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

- V.C.1. Child names common shapes.
- V.C.2. Child creates shapes
- V.C.3. Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).
- V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

- V.D.1. Child recognizes and compares heights or lengths of people or objects.
- V.D.2. Child recognizes how much can be placed within an object.
- V.D.3. Child informally recognizes and compares weights of objects or people.
- V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

- V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
- V.E.2. Child collects data and organizes it in a graphic representation.
- V.E.3. Child recognizes and creates patterns.

Unit 7: Transportation/ Texas (Mockingbird) (5 days)

- One to one correspondence
- Rote counting
- Ordinal numbers (first-fifth)

Passing of time terms (today, yesterday, tomorrow, etc, ...)

Sorting

Patterns (recognize and create)

Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.

V.A.2. Child uses words to rote count from 1 to 30.

V.A.3. Child counts 1-10 items, with one count per item.

V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted

V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order

V.A.7. Child uses the verbal ordinal terms.

V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.

V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.

V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.

V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

V.C.2. Child creates shapes

V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

Recognize a group of 1-5 without counting

Digit numerals (0-9)

Addition (joining together)

Subtraction (separating)

Divide groups equally into smaller groups (0-10 into 2 and 3 groups)

Shapes (circle, triangle, square, rectangle, rhombus)

Measure length, height, weight - use various measuring tools

Recognizes how much can fit into an object - Estimate then measure

Location words

Passing of time terms (today, yesterday, tomorrow, etc, ...)

Sorting

Patterns (recognize and create)

Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.

V.A.2. Child uses words to rote count from 1 to 30.

V.A.3. Child counts 1-10 items, with one count per item.

V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted

V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order

V.A.7. Child uses the verbal ordinal terms.

V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.

V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.

V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.

V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

V.C.2. Child creates shapes

V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.
V.D.2. Child recognizes how much can be placed within an object.
V.D.3. Child informally recognizes and compares weights of objects or people.
V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
V.E.2. Child collects data and organizes it in a graphic representation.
V.E.3. Child recognizes and creates patterns.

Unit 7: Construction/ Simple Machines (5 days)

One to one correspondence
Rote counting
Ordinal numbers (first-fifth)
Recognize a group of 1-5 without counting
Digit numerals (8)
Addition (joining together)
Subtraction (separating)
Divide groups equally into smaller groups (10 into 2 groups)
Shapes (circle, triangle, square, rectangle, rhombus)
Measure length, height, weight - use various measuring tools
Recognizes how much can fit into an object - Estimate then measure
Location words
Passing of time terms (today, yesterday, tomorrow, etc, ...)
Sorting
Patterns (recognize and create)
Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.
V.A.2. Child uses words to rote count from 1 to 30.
V.A.3. Child counts 1-10 items, with one count per item.
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

V.D.1. Child recognizes and compares heights or lengths of people or objects.
V.D.2. Child recognizes how much can be placed within an object.
V.D.3. Child informally recognizes and compares weights of objects or people.
V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
V.E.2. Child collects data and organizes it in a graphic representation.
V.E.3. Child recognizes and creates patterns.

Unit 8: Travel /Space (5 days)

One to one correspondence
Rote counting
Ordinal numbers (first-fifth)
Recognize a group of 1-5 without counting
Digit numerals (0-9)
Addition (joining together)
Subtraction (separating)
Divide groups equally into smaller groups (0-10 into 2 and 3 groups)
Shapes (circle, triangle, square, rectangle, rhombus)
Measure length, height, weight - use various measuring tools
Recognizes how much can fit into an object - Estimate then measure
Location words
Passing of time terms (today, yesterday, tomorrow, etc, ...)
Sorting
Patterns (recognize and create)
Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.
V.A.2. Child uses words to rote count from 1 to 30.
V.A.3. Child counts 1-10 items, with one count per item.
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order
V.A.7. Child uses the verbal ordinal terms.
V.A.8. Child verbally identifies, without counting, the

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order
V.A.7. Child uses the verbal ordinal terms.
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.
V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.
V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.
V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.
V.C.2. Child creates shapes
V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.
V.D.2. Child recognizes how much can be placed within an object.
V.D.3. Child informally recognizes and compares weights of objects or people.
V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
V.E.2. Child collects data and organizes it in

number of objects from 1 to 5.
V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.
V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.
V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.
V.C.2. Child creates shapes
V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.
V.D.2. Child recognizes how much can be placed within an object.
V.D.3. Child informally recognizes and compares weights of objects or people.
V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
V.E.2. Child collects data and organizes it in a graphic representation.
V.E.3. Child recognizes and creates patterns.

Unit 9: Travel/ Giants Made By People (5 days)

One to one correspondence

Rote counting

Ordinal numbers (first-fifth)

Recognize a group of 1-5 without counting

Digit numerals (0-9)

Addition (joining together)

Subtraction (separating)

Divide groups equally into smaller groups (0-10 into 2 and 3 groups)

a graphic representation.
V.E.3. Child recognizes and creates patterns.

Unit 8: Tools/Machines/ Forces (4 days)

One to one correspondence
Rote counting
Ordinal numbers (first-fifth)
Recognize a group of 1-5 without counting
Digit numerals (0-8)
Addition (joining together)
Subtraction (separating)
Divide groups equally into smaller groups (10 into 2 groups)
Shapes (circle, triangle, square, rectangle, rhombus)
Measure length, height, weight - use various measuring tools
Recognizes how much can fit into an object - Estimate then measure
Location words
Passing of time terms (today, yesterday, tomorrow, etc, ...)
Sorting
Patterns (recognize and create)
Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.
V.A.2. Child uses words to rote count from 1 to 30.
V.A.3. Child counts 1-10 items, with one count per item.
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order
V.A.7. Child uses the verbal ordinal terms.
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.
V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5

Shapes (circle, triangle, square, rectangle, rhombus)
Measure length, height, weight - use various measuring tools
Recognizes how much can fit into an object - Estimate then measure
Location words
Passing of time terms (today, yesterday, tomorrow, etc, ...)
Sorting
Patterns (recognize and create)
Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.
V.A.2. Child uses words to rote count from 1 to 30.
V.A.3. Child counts 1-10 items, with one count per item.
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order
V.A.7. Child uses the verbal ordinal terms.
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.
V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.
V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.
V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.
V.C.2. Child creates shapes
V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.
V.D.2. Child recognizes how much can be placed within an object.
V.D.3. Child informally recognizes and compares weights of

objects.

V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.

V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

V.C.2. Child creates shapes

V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.

V.D.2. Child recognizes how much can be placed within an object.

V.D.3. Child informally recognizes and compares weights of objects or people.

V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

Unit 9: I Can Build/ Forces (5 days)

One to one correspondence

Rote counting

Ordinal numbers (first-fifth)

Recognize a group of 1-5 without counting

Digit numerals (0-8)

Addition (joining together)

Subtraction (separating)

Divide groups equally into smaller groups (10 into 2 groups)

Shapes (circle, triangle, square, rectangle, rhombus)

objects or people.

V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

Unit 10: Earth Changes/ Weather (5 days)

One to one correspondence

Rote counting

Ordinal numbers (first-fifth)

Recognize a group of 1-5 without counting

Digit numerals (0-9)

Addition (joining together)

Subtraction (separating)

Divide groups equally into smaller groups (0-10 into 2 and 3 groups)

Shapes (circle, triangle, square, rectangle, rhombus)

Measure length, height, weight - use various measuring tools

Recognizes how much can fit into an object - Estimate then measure

Location words

Passing of time terms (today, yesterday, tomorrow, etc. ...)

Sorting

Patterns (recognize and create)

Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.

V.A.2. Child uses words to rote count from 1 to 30.

V.A.3. Child counts 1-10 items, with one count per item.

V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted

V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order

V.A.7. Child uses the verbal ordinal terms.

V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.

V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word

Measure length, height, weight - use various measuring tools

Recognizes how much can fit into an object -

Estimate then measure

Location words

Passing of time terms (today, yesterday, tomorrow, etc, ...)

Sorting

Patterns (recognize and create)

Graphic organizer (bar graph)

Counting Skills

V.A.1. Child knows that objects, or parts of an object, can be counted.

V.A.2. Child uses words to rote count from 1 to 30.

V.A.3. Child counts 1-10 items, with one count per item.

V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted

V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order

V.A.7. Child uses the verbal ordinal terms.

V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.

V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.

V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.

V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

V.C.2. Child creates shapes

V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the

problem for adding up to 5 objects.

V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.

V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

V.C.2. Child creates shapes

V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.

V.D.2. Child recognizes how much can be placed within an object.

V.D.3. Child informally recognizes and compares weights of objects or people.

V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

Unit 11: Mysterious Movers/ Ocean (4 days)

One to one correspondence

Rote counting

Ordinal numbers (first-fifth)

Recognize a group of 1-5 without counting

Digit numerals (0-9)

Addition (joining together)

Subtraction (separating)

Divide groups equally into smaller groups (0-10 into 2 and 3 groups)

Shapes (circle, triangle, square, rectangle, rhombus)

Measure length, height, weight - use various measuring tools

Recognizes how much can fit into an object - Estimate then measure

Location words

same.

Measurement Skills

- V.D.1. Child recognizes and compares heights or lengths of people or objects.
- V.D.2. Child recognizes how much can be placed within an object.
- V.D.3. Child informally recognizes and compares weights of objects or people.
- V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

- V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
- V.E.2. Child collects data and organizes it in a graphic representation.
- V.E.3. Child recognizes and creates patterns.

Unit 10: I Can Create/ Spring/ Living and Non-Living (5 days)

- One to one correspondence
 - Rote counting
 - Ordinal numbers (first-fifth)
 - Recognize a group of 1-5 without counting
 - Digit numerals (9)
 - Addition (joining together)
 - Subtraction (separating)
 - Divide groups equally into smaller groups (0-10 into 2 and 3 groups)
 - Shapes (circle, triangle, square, rectangle, rhombus)
 - Measure length, height, weight - use various measuring tools
 - Recognizes how much can fit into an object - Estimate then measure
 - Location words
 - Passing of time terms (today, yesterday, tomorrow, etc, ...)
 - Sorting
 - Patterns (recognize and create)
 - Graphic organizer (bar graph)
- ### Counting Skills

- V.A.1. Child knows that objects, or parts of an object, can be counted.
- V.A.2. Child uses words to rote count from 1 to 30.

- Passing of time terms (today, yesterday, tomorrow, etc, ...)
- Sorting
- Patterns (recognize and create)
- Graphic organizer (bar graph)

Counting Skills

- V.A.1. Child knows that objects, or parts of an object, can be counted.
- V.A.2. Child uses words to rote count from 1 to 30.
- V.A.3. Child counts 1-10 items, with one count per item.
- V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
- V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted
- V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order
- V.A.7. Child uses the verbal ordinal terms.
- V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.
- V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

- V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.
- V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.
- V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

- V.C.1. Child names common shapes.
- V.C.2. Child creates shapes
- V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).
- V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

- V.D.1. Child recognizes and compares heights or lengths of people or objects.
- V.D.2. Child recognizes how much can be placed within an object.
- V.D.3. Child informally recognizes and compares weights of objects or people.
- V.D.4. Child uses language to describe concepts associated with the passing of time

- V.A.3. Child counts 1-10 items, with one count per item.
- V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
- V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted
- V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order
- V.A.7. Child uses the verbal ordinal terms.
- V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.
- V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

- V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.
- V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.
- V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

- V.C.1. Child names common shapes.
- V.C.2. Child creates shapes
- V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).
- V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

- V.D.1. Child recognizes and compares heights or lengths of people or objects.
- V.D.2. Child recognizes how much can be placed within an object.
- V.D.3. Child informally recognizes and compares weights of objects or people.
- V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

Classification and Pattern Skills

- V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
- V.E.2. Child collects data and organizes it in a graphic representation.
- V.E.3. Child recognizes and creates patterns.

Unit 12: Before and Now/ Summer Safety (4 days)

- One to one correspondence
- Rote counting
- Ordinal numbers (first-fifth)
- Recognize a group of 1-5 without counting
- Digit numerals (0-9)
- Addition (joining together)
- Subtraction (separating)
- Divide groups equally into smaller groups (0-10 into 2 and 3 groups)
- Shapes (circle, triangle, square, rectangle, rhombus)
- Measure length, height, weight - use various measuring tools
- Recognizes how much can fit into an object - Estimate then measure
- Location words
- Passing of time terms (today, yesterday, tomorrow, etc. ...)
- Sorting
- Patterns (recognize and create)
- Graphic organizer (bar graph)

Counting Skills

- V.A.1. Child knows that objects, or parts of an object, can be counted.
- V.A.2. Child uses words to rote count from 1 to 30.
- V.A.3. Child counts 1-10 items, with one count per item.
- V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
- V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted
- V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order
- V.A.7. Child uses the verbal ordinal terms.
- V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.
- V.A.9. Child recognizes one-digit numerals, 0-9.

Adding to/Taking Away Skills

- V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.
- V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

V.B.3. Child uses informal strategies to share or divide up to 10 items equally.

Geometry and Spatial Sense Skills

V.C.1. Child names common shapes.

V.C.2. Child creates shapes

V.C.3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).

V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1. Child recognizes and compares heights or lengths of people or objects.

V.D.2. Child recognizes how much can be placed within an object.

V.D.3. Child informally recognizes and compares weights of objects or people.

V.D.4. Child uses language to describe concepts associated with the passing of time

Classification and Pattern Skills

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.2. Child collects data and organizes it in a graphic representation.

V.E.3. Child recognizes and creates patterns.

Beaumont 22nd Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

