BPS Building Blocks PK Instructional Guide

The Common Core Standards for Mathematical Practices define what students should understand and be able to do.		
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model the mathematics.	5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	

DATE	BIG IDEAS	COMMON CORE	INSTRUCTIONAL ACTIVITIES	Vocabulary
21 DAY PLANNER	ROUTINES & PROCEDURES ● ATTENDANCE ROUTINES ● LINING UP ● DAILY CALENDAR ● DAILY WEATHER ● DAILY SCHEDULE ● PHYSICAL ACTIVITIES (COUNTING MOTIONS, SPATIAL RELATIONS)			calendar day week month noon on under absent weather morning

WEEK 1:	● MATH IS NUMBERS, SHAPES, AND PATTERNS
	● COUNTING TELLS HOW MANY
	● MATH CAN BE EXPLORED THROUGH MATERIALS
	● GROUPS CAN BE NAMED WITH NUMBERS
		PK. CC. Counting and Cardinality
		PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
		   a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
		   b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.
		   c) Regardless of their arrangement or the order in which they were counted.
		PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.
			Count and Move
			
			Count and Race
			
			Counting Wand
				group
				collection
				less
				more
				count
				number
				shapes

WEEK 2:	● INTRODUCTORY COUNTING ● RECOGNIZING AND MAKING SMALL GROUPS ● EXPLORING	**PK. CC. Counting and Cardinality** PK.CC. 2. Represent a number of objects with a written numeral 0-5 (with 0 representing a count of no objects). PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.	Count and Move Count and Race Kitchen Counter	count group collection shape triangle

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	NUMBERS	a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b) Understand that the last number name said tells the number of objects counted. The number of objects is the same. c) Regardless of their arrangement or the order in which they were counted. PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects. PK. CC. 5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).	Number Me Counting Jar	square sort
WEEK 3:	● COUNTING AND PRODUCING SMALL GROUPS ● RECOGNIZING EQUAL GROUPS ● DUPLICATING RHYTHMIC PATTERNS	**PK. CC. Counting and Cardinality** PK.CC. 2. Represent a number of objects with a written numeral 0-5 (with 0 representing a count of no objects). PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality. a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b) Understand that the last number name said tells the number of objects counted. The number of objects is the same. c) Regardless of their arrangement or the order in which they were counted. PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects. PK. CC. 5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).	Count and Move in Patterns Make Number Pizzas Pizza Pizzas 1	count produce group collection more less number same next behind below size
WEEK 4:	● MATCHING SHAPES ● SHAPE RECOGNITION ● COUNTING	**PK. CC. Counting and Cardinality** PK.CC. 2. Represent a number of objects with a written numeral 0-5 (with 0 representing a count of no objects). PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality. a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b) Understand that the last number name said tells the number of objects counted. The number of objects is the same. c) Regardless of their arrangement or the order in which they were counted. d) Understand that each successive number name refers to a quantity in that is one larger. PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.	Match and Name Shapes Mystery Pictures 1	match shape different same longer shorter triangle square circle rectangle

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		PK. CC. Geometry Identify and describe shapes (squares, circles, triangles, and rectangles). PK. CC. 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to. PK. CC. 2. Correctly name shapes regardless of size. Analyze, compare, and sort objects. PK. CC.1. Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shapes). PK.CC. 2. Create and build shapes from components (e.g., sticks and clay balls).		
WEEK 5:	● RECOGNIZING TWO-DIMENSIONAL SHAPES ● DISTINGUISHING AMONG TWO-DIMENSIONAL SHAPES ● SUBITIZING	**PK. CC. Geometry** Identify and describe shapes (squares, circles, triangles, and rectangles). PK. CC. 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to. PK. CC. 2. Correctly name shapes regardless of size.	Shape Show Mystery Pictures 2 Shape Hunt Number Snapshots 1 Is it or Not?	angle triangle rectangle right angle square

WEEK 6:	● COUNTING SMALL GROUPS OF OBJECTS
	● PRODUCING GROUPS OF SPECIFIC AMOUNT
	● COMPARING AND ORDERING SMALL GROUPS
	● SUBITIZING
		PK. CC. Counting and Cardinality
		PK.CC. 2. Represent a number of objects with a written numeral 0-5 (with 0 representing a count of no objects).
		PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
		  a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
		  b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.
		  c) Regardless of their arrangement or the order in which they were counted.
		  d) Understand that each successive number name refers to a quantity in that is on larger.
		PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.
		PK. CC. 5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects)
			Count and Move in Patterns
			
			Number Me
			
			Pizza Game 1
			
			Make Number Pizzas
			
			Pizza Pizzazz 2
				more
				less
				fewer
				greater than
				pair
				larger
				smaller

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WEEK 7:	• COUNTING TO FIND OUT "How Many?"
	• COMPARING USING ONE-TO-ONE CORRESPONDENCE
	• SUBITIZING
		PK. CC. Counting and Cardinality
		PK.CC. 2. Represent a number of objects with a written numeral 0-5 (with 0 representing a count of no objects).
		PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
		    a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
		    b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.
		    c) Regardless of their arrangement or the order in which they were counted.
		    d) Understand that each successive number name refers to a quantity in that is on larger.
		PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.
		PK. CC. 5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects)
			Number Jump
			
			Party Time 1
			
			Compare Snapshots
			
			Numerals 1-5
				subitize
				compare
				vertical
				horizontal
				pair
				shape
				up
				down
				top
				bottom
				same

WEEK 8:	• COUNTING
	• ONE-TO-ONE CORRESPONDENCE
	• COMPARING NUMBERS
	• SUBITIZING
		PK. CC. Counting and Cardinality
		PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
		    a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
		    b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.
		    c) Regardless of their arrangement or the order in which they were counted.
		    d) Understand that each successive number name refers to a quantity in that is on larger.
		PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.
		PK. CC. 5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects)
			Listen and Count
			
			Pizza Pizzazz 3
			
			Listen and Copy
			
			Number Jump
			
			Numeral 6
			
			Numeral Train Game
				length
				weight
				small
				big
				tall
				short
				empty
				heavy
				light

WEEK 9:	• NAMING, DESCRIBING, AND MATCHING SHAPES • COUNTING • COMPARING NUMBERS • READING NUMERALS	**PK. CC. Geometry** Identify and describe shapes (squares, circles, triangles, and rectangles). PK. CC. 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to. PK. CC. 2. Correctly name shapes regardless of size. Analyze, compare, and sort objects. PK. CC.1. Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes,	Memory Geometry 1 Number Snapshots 2 Listen and Count Number Jump	shapes circle square rectangle rhombus triangle compare sides

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		using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shapes).
		PK. CC. Counting and Cardinality
		PK.CC. 2. Represent a number of objects with a written numeral 0-5 (with 0 representing a count of no objects).
		PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
		   a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
		   b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.
		   c) Regardless of their arrangement or the order in which they were counted.
		PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.		

WEEK 10:	● RECOGNIZING NAMING, AND SORTING SHAPES ● PUTTING TOGETHER SHAPES ● COUNTING ● COMPARING SMALL NUMBERS	**PK. CC. Geometry** Identify and describe shapes (squares, circles, triangles, and rectangles). PK. CC. 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to. PK. CC. 2. Correctly name shapes regardless of size. Analyze, compare, and sort objects. PK. CC.1. Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shapes).	Mystery Pictures 2 Memory Geometry 2 Shape Step Guess My Rule I Spy	square circle triangle top bottom up down

WEEK 11:	● COUNTING
	● READING NUMERALS
	● CONNECTING NUMERALS TO QUANTITIES
	● COMPARING AMOUNTS AND NUMBERS
		PK. CC. Counting and Cardinality
		PK. CC. 1. Count to 20.
		PK.CC. 2. Represent a number of objects with a written numeral 0-5 (with 0 representing a count of no objects).
		PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
		   a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
		   b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.
		   c) Regardless of their arrangement or the order in which they were counted.
		   d) Understand that each successive number name refers to a quantity that is one larger.
		PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.
		PK. CC. 5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or
			Party Time 2
			
			Memory Number 1
			
			How Many Now?
			
			Numerals 7-8
			
			Number Jump
				ordinal
				less
				greater than
				fewer
				equal

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		equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).		

WEEK 12:	● COUNTING OBJECTS TO 10
	● NUMERAL RECOGNITION
		PK. CC. Counting and Cardinality
		PK. CC. 1. Count to 20.
		PK.CC. 2. Represent a number of objects with a written numeral 0-5 (with 0 representing a count of no objects).
		PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
		    a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
		    b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.
		    c) Regardless of their arrangement or the order in which they were counted.
			Dinosaur Shop 1
			
			Mr. Mix-up
			
			Numerals 9-10
			
			Number Jump
				same
				different
				compare
				color
				shape

WEEK 13:	● COUNTING
	● ORDERING NUMBERS
		PK. CC. Counting and Cardinality
		PK. CC. 1. Count to 20.
		PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
		    a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
		    b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.
		    c) Regardless of their arrangement or the order in which they were counted.
		    d) Understand that each successive number name refers to a quantity that is one larger.
		PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.
			Count and Move (Forward and Back)
			
			Build Stairs 1
			
			Build Stairs 2
			
			How Many Now
			Order Cards
				horizontal
				vertical
				pattern
				heavy
				light
				less than
				greater than

WEEK 14:	● SHAPE IDENTIFICATION ● SHAPE MATCHING ● SHAPES IN THE ENVIRONMENT	**PK. CC. Geometry** Identify and describe shapes (squares, circles, triangles, and rectangles). PK. CC. 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to. PK. CC. 2. Correctly name shapes regardless of size.	Mystery Pictures 3 Memory Geometry 3 Feely Box Count and Move (Forward and Back) Shape Step	orientation behind over under next to
WEEK 15:	● SHAPE MATCHING ● SHAPE IDENTIFICATION ● ADDING AND	**PK. CC. Geometry** Identify and describe shapes (squares, circles, triangles, and rectangles). PK. CC. 1. Describe objects in the environment using names of shapes, and describe the relative	Mystery Pictures 4	top bottom up

	SUBTRACTING SMALL NUMBERS	positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to. PK. CC. 2. Correctly name shapes regardless of size. Analyze, compare, and sort objects. PK. CC.1. Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shapes). **PK.CC. Operations and Algebraic Thinking** Understand addition as adding to, and understand subtraction as taking from. 1. Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).	Memory Geometry 4 Memory Geometry 5 Shape Step Guess My Rule How Many Now? Count and Move (Forward and Back) Mr. Mix-Up	down behind
WEEK 16:	● PATTERNING ● COUNTING	**PK.CC. Operations and Algebraic Thinking** Understand simple patterns. 2. Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects. **PK. CC. Counting and Cardinality** PK. CC. 1. Count to 20.	Pattern Planes 1 Marching Patterns 1 Pattern Strips Listen and Copy Count and Move in Patterns Stringing Beads	horizontal vertical pattern
WEEK 17:	● PATTERNING ● CORE UNITS OF PATTERNS ● COUNTING	**PK.CC. Operations and Algebraic Thinking** Understand simple patterns. 1. Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects. **PK. CC. Counting and Cardinality** PK. CC. 1. Count to 20.	Pattern Planes 2 Marching Patterns 2 Cube Patterns Count and Move in Patterns Listen and Copy	core unit horizontal vertical

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			Pattern Strips Stringing Beads	

WEEK 18:	● PRODUCING (COUNTING OUT) ITEMS
	 ● NAMING QUICKLY AN AMOUNT OF ITEMS
	 ● RECOGNIZING SHAPES AND THEIR ATTRIBUTES
		PK. CC. Counting and Cardinality
		 PK. CC. 1. Count to 20.
		 PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
		    a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
		    b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.
		    c) Regardless of their arrangement or the order in which they were counted.
		 PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.
		 PK. CC. Geometry
		    ● Identify and describe shapes (squares, circles, triangles, and rectangles).
		    ● Analyze, compare, and sort objects.
		 PK. CC. 2. Correctly name shapes regardless of size.
		 Analyze, compare, and sort objects.
		 PK.CC. 1. Analyze, compare and sort-two and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).
			Party Time 3
			
			 Memory Number 2
			
			 Snapshots
			
			 Number Jump
			
			 Guess My Rule
			
			 Listen and Copy
			
			 Mr. Mix-Up
				compare
				 sort
				 pairing
				 in order

WEEK 19:	● COUNTING
	 ● PRODUCING (COUNTING OUT) ITEMS
	 ● COMPARING AMOUNTS BY COUNTING
	 ● ORDERING NUMBERS
		PK. CC. Counting and Cardinality
		 PK. CC. 1. Count to 20.
		 PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
		    a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
		    b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.
		    c) Regardless of their arrangement or the order in which they were counted.
		    d) Understand that each successive number name refers to a quantity that is one larger.
		 PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.
		 PK. CC. 5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).
		 PK.CC.6. Identify "first" and "last" related to order or position.
			Dinosaur Shop 2
			
			 Pizza Pizzazz 3
			
			 X-Ray Vision 1
			
			 Count and Move in Patterns
			
			 Mr. Mix-Up
				less
				 more
				 fewer
				 greater than

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WEEK 20:	• COMPARING AMOUNTS
	• COUNTING
		PK. CC. Counting and Cardinality
		PK. CC. 1. Count to 20.
		PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
		    a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
		    b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.
		    c) Regardless of their arrangement or the order in which they were counted.
		    d) Understand that each successive number name refers to a quantity that is one larger.
		PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.
			Comparisons
			
			Deep Sea Compare
			How Many Now?
			
			X-Ray Vision 1
			
			Snapshots
			
			Listen and Copy
			
			Count and Move (Forward and Back)
			As Long As My Arm
				length
				distance
				area
				weight
				capacity
				volume

WEEK 21:	• COMPARING AMOUNTS
	• MEASURING
	• COUNTING
		PK. CC. Counting and Cardinality
		PK. CC. 1. Count to 20.
		PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
		    a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
		    b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.
		    c) Regardless of their arrangement or the order in which they were counted.
		    d) Understand that each successive number name refers to a quantity that is one larger.
		PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.
		PK. CC. Measurement and Data
		Describe and compare measurable attributes.
		    1. Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).
			Build Staris 3
			
			Workin' on the Railroad
			
			What's the Missing Step?
			
			Count and Move in Patterns
				more
				less
				big
				tall
				small
				empty

WEEK 22:	• COMPARING AMOUNTS
	• MEASURING
	• COUNTING
		PK. CC. Counting and Cardinality
		PK. CC. 1. Count to 20.
		PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
		    a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
		    b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.
		    c) Regardless of their arrangement or the order in which they were counted.
		    d) Understand that each successive number name refers to a quantity that is one larger.
			Reptile Ruler
			
			Number Compare 1
			
			Blast Off
			
			X-Ray Vision 2
			
			I'm Thinking of a
				length
				weight
				count
				amount
				ruler

		PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects. **PK. CC. Measurement and Data** Describe and compare measurable attributes. 1. Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).	Number Measure Length	
WEEK 23:	● SHAPE RECOGNITION AND COMPOSITION ● COUNTING ● COMPARING AND ORDERING NUMBERS ● SOLVING PROBLEMS	**PK. CC. Counting and Cardinality** PK. CC. 1. Count to 20. PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality. a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b) Understand that the last number name said tells the number of objects counted. The number of objects is the same. c) Regardless of their arrangement or the order in which they were counted. d) Understand that each successive number name refers to a quantity that is one larger. PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects. PK. CC. 5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).	Piece Puzzler 1 Piece Puzzler 2 Pattern Block Puzzles What's the Missing Card I Spy Blast Off	more than less than equal smaller matching pattern
WEEK 24:	● COUNTING ● ADDING ● SUBITIZING (2 GROUPS) ● SHAPE COMPOSITION	**PK. CC. Counting and Cardinality** PK. CC. 1. Count to 20. PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality. a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b) Understand that the last number name said tells the number of objects counted. The number of objects is the same. c) Regardless of their arrangement or the order in which they were counted. d) Understand that each successive number name refers to a quantity that is one larger. PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects. **PK.CC. Operations and Algebraic Thinking** Understand addition as adding to, and understand subtraction as taking from. 1. Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?). **PK. CC. Measurement and Data**	Pizza Pizzazz 4 Dinosaur Shop 3 FInger Word Problems Snapshots How Many Now?	parallelogram triangle rectangle add circle subtract

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		Sort objects and count the number of objects in each category. 2. Sort objects into categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10).		

WEEK 25:	● ADDING
	 ● COUNTING
	 ● SHAPE COMPOSITION
		PK. CC. Counting and Cardinality
		 PK. CC. 1. Count to 20.
		 PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
		    a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
		    b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.
		    c) Regardless of their arrangement or the order in which they were counted.
		    d) Understand that each successive number name refers to a quantity that is one larger.
		 PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.
		 PK.CC. Operations and Algebraic Thinking
		 Understand addition as adding to, and understand subtraction as taking from.
		    1. Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).
			Dinosaur Shop 3
			
			 Finger Word Problems
			
			 Snapshots (Adding)
			
			 X-Ray Vision 2
			
			 Count and Move (Forward and Back)
			
			 I'm Thinking of a Number (Length)
				triangle
				 rectangle
				 square
				 add
				 subtract
				 forward
				 number
				 length

WEEK 26:	● ADDING
	 ● COUNTING
	 ● ORDINAL NUMBERS
		PK.CC. Operations and Algebraic Thinking
		 Understand addition as adding to, and understand subtraction as taking from.
		    1. Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).
		 PK. CC. Counting and Cardinality
		 PK. CC. 1. Count to 20.
		 PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
		    a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
		    b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.
		    c) Regardless of their arrangement or the order in which they were counted.
		    d) Understand that each successive number name refers to a quantity in that is on larger.
		 PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.
		 PK. CC. 5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects)
			Dinosaur Shop 4
			
			 Ordinal Construction Company
			
			 Countdown Crazy
			
			 Line Up- Who's First
			
			 Gone Fishing
				first
				 last
				 addition
				 subtraction
				 fewer
				 equal
				 ordinal

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		PK. CC. 6. Identify "first" and "last" related to order or position.			
WEEK 27	● SHAPE PARTS ● SHAPE RECOGNITION ● SHAPE COMPOSITION	**PK. CC. Geometry** PK.CC.1 Identify and describe shapes (squares, circles, triangles, and rectangles). PK. CC. 2. Correctly name shapes regardless of size. PK. CC. 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.	ShapeParts 1 Piece Puzzler 2 Feely Box I Spy Shape Steps Tangram Puzzles	triangle subtract add circle square
Week 28	● SHAPE COMPOSITION ● SHAPE PROPERTIES (ATTRIBUTES) ● SHAPE PARTS	**PK.CC. Geometry** . Identify and describe shapes (squares, circles, triangles, and rectangles PK. CC. 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, under, and next to PK. CC. 2. Correctly name shapes regardless of size Analyze , compare, and sort objects PK. CC. 2. Create and build shapes from components (eg. sticks and clay balls)	Shape Parts 2 Piece Puzzler 3 Building Shapes Feely Box Shape Step Tangram Puzzles	add subtract count

Week 29	● ADDING
	● NUMBER COMPOSITION
		Pk. CC. Counting and Cardinality
		Pk. CC. 1. Count to 20
		PK. CC. 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality
		   e) when counting objects, say the number names in the standard order, pairing each object with one and only number name and each number name with one and only one object
		   f) understand that the last number name said tells the number of objects counted. The number of objects is the same
		   g) regardless of the ir arrangement or the order in which they are counted
		   h) understand that each successive number name refers to a quantity that is one larger.
		PK CC 4. Count to answer "how many now" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1-10, count out that many objects
		PK CC Operations and Algebraic Thinking
		Understand addition as adding to, and understand subtraction as taking from
		   1. Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (eg. if we have 3 apples, and add 2 more, how many apples do we have all together?)
			Piece Puzzler 4
			
			Number Snapshots 3
			
			Pattern Block Puzzles
			
			Finger Games
			
			Compare Game
				compare
				addition
				subtraction

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| Week 30 | ● ADDING
● NUMBER COMPOSITION
● SHAPE COMPOSITION | **PK. CC. Counting and Cardinality**
PK CC 1. Count to 20.
PK CC 3. UNderstand the relationship between numbers and quantities to 10: connect counting to cardinality
  i) when counting objects, say the number names in the standard order, pairing each object with one
  and only on number name and each number name with one and only one object
  j) understand that the last number name said tells the number of objects counted. The number of objects is the same.
  k) regardless of their arrangement, or the order in which they are counted.
  l) understand that each successive number name refers to a quantity that is one larger
PK CC 4. Count to answer "how many" questions about as many as 10 things arranged in a oine, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects.
PK CC OPerations and Algebraic Thinking
Understand addition as adding to and understand subtraction as taking from
  1. Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (eg. if we have three apples, and add 2 more, how many apples do we have altogether?)
PK CC Geometry
Identify and describe shapes (squares, circles,, triangles, and rectangles)
PK CC 2. Correctly name shapes regardless o f size | Number Compare 2

Number Snapshots 4

Number Snapshots 5

Compare Game

I'm Thinking of a Number

Finger Games

Gone Fishing 2 | adding
subtracting
circle
square
rectangle
triangle |