Kindergarten   Trimester 2 (December 10- March 14)   Math Matrix

Unit Name	Investigations	Sessions	Math Main Ideas	Assessments
Unit 8 – TEN FRAMES AND TEEN NUMBER	1	6 Approx. 7 days		Report Card Objectives and Portfolio Pieces
K.CC.A.1 Count to 100 by ones and by tens. **K.CC.A.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).** **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. **K.CC.B.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. **K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.** **K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.** **K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.** **K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation** **K.OA.A.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. **K.OA.A.5 Fluently add and subtract within 5.** **K.NBT.A.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. **K.MD.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.** **K.G.A.2** Correctly name shapes regardless of their orientations or overall size.	1- Subtraction and Fluency Within 5	1.1 – 1.6	Understanding, representing, and solving addition and subtraction problems Counting and representing quantities	