

ONGOING TOPICS

Use words to describe time (day, night, morning, afternoon, yesterday, today, tomorrow).

Collect and count data (graphing).

Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller, lighter, heavier, or holds more).

Identify, name, and describe a variety of shapes (circles, squares, triangles, rectangles, hexagons, trapezoids) shown in various positions.

Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group.

Recognize and use ordinal numbers (first, fourth, last).

Recognize a calendar as a way of measuring time.

Kindergarten Academic Vocabulary

Addition

Minus

Sort

Afternoon

Morning

Subtraction

Calendar

Nickel

Sum

Cardinal number

Number

Time

Classify

Order

Today

Compare

Ordinal number

Tomorrow

Date

Pattern

Value

Difference

Penny

Yesterday

Dime

Position

Zero

Hour

Quarter

Location

Shapes

FIRST NINE WEEKS – TOPICS 1, 2, 3, 4, 5**August 8th – October 6th**

TOPIC	TN STANDARD	TN STANDARD	Common Core	COMMON CORE
1	✓ 0006.3.4	Sort, order, and classify objects by attribute and identify objects that do not belong in a particular order.	n/a	
1	✓ 0006.4.2	Sort plane figures into groups, name and describe the attributes of the shapes (such as number of sides and corners (vertices)).	G.K.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i>
			G.K.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
1	✓ 0006.4.4	Sort solid figures into groups, name and describe the attributes of the shapes.	GK3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
			GK4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
1	✓ 0006.5.1	Sort objects into sets and describe how the objects were sorted.	NBT.K.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 (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
			MD.K.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.3
1	✓ 0006.5.2	Sort objects in different ways.	NBT.K.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 (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
			MD.K.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.3
2	✓ 0006.4.6	Identify positions (such as beside, inside, outside, above, below, between, on, over, under, near, far, forward, backward, top,	G.K.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i>

		middle, bottom, left, right) using models, illustrations, and stories.		
3	✓ 0006.3.1	Use a variety of manipulatives (such as connecting cubes, number cards, shapes) to create patterns.	n/a	
3	✓ 0006.3.2	Name copy and extend patterns.	CC.K.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
4,5	✓ 0006.2.1	Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group. (only to 10)	CC.K.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).
			CC.K.4a	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.
4,5	✓ 0006.2.2	Match quantities to 25 with numerals and written words. (only to 10 in the first 9 weeks)	CC.K.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
			CC.K.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).
			CC.K.4	Understand the relationship between numbers and quantities; connect counting to cardinality
			CC.K.4a	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.
			CC.K.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.
4	✓ 0006.2.5	Create a set with a given number of objects.	CC.K.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).
			CC.K.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.
4	✓ 0006.2.6	Quickly recognize the number of objects in a small set.	CC.K.4	Understand the relationship between numbers and quantities; connect counting to cardinality
			CC.K.4b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
			CC.K.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.
4	✓ 0006.2.7	Recognize zero as a set with "no objects."	CC.K.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).
			CC.K.4	Understand the relationship between numbers and quantities; connect counting to cardinality
4	✓ 0006.2.8	Compare sets of ten or fewer objects and	CC.K.7	Compare two numbers between 1 and 10 presented as written numerals.

		identify which are equal to, more than, or less than others.		
5	✓	0006.2.4	Count backward from 10 to 1.	n/a
5	✓	0006.2.10	Recognize 6 through 10 as “five and some ones.”	CC.K.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.
5	✓	0006.2.17	Understand that numbers can be represented by different groupings.	CC.K.4 Understand the relationship between numbers and quantities; connect counting to cardinality
				CC.K.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.
				OA.K.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
				OA.K.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.
				NBT.K.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 (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Topic 1: 6 days

Topic 3: 8 days

Topic 5: 12 days

Topic 2: 7 days

Topic 4: 11 days

SECOND NINE WEEKS –TOPICS 6, 7, 8, 12, 15**October 17th – December 15th**

Topic	TN Standard	TN Standard	Common Core	Common Core
6	✓ 0006.1.2	Begin to develop the concept of estimation using concrete objects.	OA.K.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.
			CC.K.3	Understand the relationship between numbers and quantities; connect counting to cardinality.
6	✓ 0006.2.8	Compare sets of ten or fewer objects and identify which are equal to, more than, or less than others.	CC.K.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. ¹
			CC.K.7	Compare two numbers between 1 and 10 presented as written numerals.
7	✓ 0006.4.1	Identify, name, and describe a variety of shapes (i.e. circles, squares, triangles, rectangles, hexagons, trapezoids) shown in various positions.	G.K.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .
			G.K.2	Correctly name shapes regardless of their orientations or overall size.
			G.K.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
7	✓ 0006.4.2	Identify, name, and describe three-dimensional shapes (such as sphere, cube, cone, cylinder).	G.K.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .
			G.K.2	Correctly name shapes regardless of their orientations or overall size.
			G.K.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
7	✓ 0006.4.3	Sort plane figures into groups, name and describe the attributes of the shapes (such as number of sides and corners (vertices)).	G.K.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .
			G.K.2	Correctly name shapes regardless of their orientations or overall size.
			G.K.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
7	✓ 0006.4.5	Use basic shapes and spatial reasoning to model objects and construct more complex shapes.	G.K.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
			G.K.6	Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>
8	✓ 0006.2.11	Recognize and use ordinal numbers (e.g., first, fourth, last).	CC.K.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
12	✓ 0006.2.1	Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group.	CC.K.3	Understand the relationship between numbers and quantities; connect counting to cardinality.
			CC.K.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
			CC.K.4a	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.

			CC.K.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.
12	✓ 0006.2.2	Match quantities to 25 with numbers and written words.	CC.K.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
			CC.K.4a	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.
			CC.K.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.
12	✓ 0006.2.4	Count to 20 by twos.	n/a	
12	✓ 0006.2.9	Order the numbers through 25 using numerals and words. (book only goes to 20)	CC.K.7	Compare two numbers between 1 and 10 presented as written numerals.
12	✓ 0006.3.2	Name, copy, and extend patterns.	CC.K.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
12	✓ 0006.3.3	Translate simple patterns into rules.	n/a	
12,15	✓ 0006.3.5	Describe change in attributes according to qualitative criteria such as longer/shorter, colder/warmer, heavier/lighter.	NBT.K.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 (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
			MD.K.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
15	✓ 0006.1.3	Use words to describe time (e.g., day, night, morning, afternoon, yesterday, today, tomorrow).	n/a	
15	✓ 0006.1.5	Recognize a calendar as a way of measuring time.	n/a	
15	✓ 0006.1.7	Use words to describe temperature (e.g., hot, warm, cool, cold).	n/a	
15	✓ 0006.1.8	Recognize a thermometer as a way of measuring temperature.	OA.K.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Topic 6: 6 days

Topic 8: 7 days

Topic 15: 8 days

Topic 7: 10 days

Topic 12: 11 days

THIRD NINE WEEKS – TOPICS 9, 10, 11**January 3rd – March 9th**

Topic	TN Standard	TN Standard	Common Core	Common Core
9	✓ 0006.4.7	Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller, lighter, heavier, or holds more.	NBT.K.1	Work with numbers 11-19 to gain foundations for place value. 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.
			MD.K.2	Describe and compare measurable attributes. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
10	GLE0006.2.4	Understand add as “put together” or “count on” and solve addition problems with sums less than 20.	OA.K.5	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.
10, 11	✓ 0006.1.1	Model addition and subtraction (e.g., using a number chart, number line and/or concrete objects).	OA.K.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
			OA.K.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
			OA.K.4	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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.
10, 11	✓ 0006.2.12	Model simple joining and separating situations with objects.	CC.K.4b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
			OA.K.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
			CC.K.4c	Understand that each successive number name refers to a quantity that is one larger.
10, 11	✓ 0006.2.13	Add and subtract single-digit numbers whose total or difference is between 0 and 10.	OA.K.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
			OA.K.5	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.
10,11	✓ 0006.2.16	Model, demonstrate, and solve story problems that illustrate addition and subtraction.	OA.K.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
11	✓ 0006.2.15	Understand subtraction as “break apart” or “take away” and solve subtraction problems using numbers 1-10.	OA.K.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Topic 9: 11 days

Topic 10: 8 days

Topic 11: 8 days

FOURTH NINE WEEKS – TOPICS 13, 14, 16

March 19th – May 21st

TOPIC	TN Standard	TN Standard	Common Core	Common Core
13	✓ 0006.1.6	Name and identify coins and their values.	n/a	
14	✓ 0006.1.3	Use words to describe time (e.g., day, night, morning, afternoon, yesterday, today, tomorrow).	n/a	
14	✓ 0006.1.4	Tell time by the hour.	n/a	
16	✓ 0006.5.3	Collect and count data.	MD.K.3	Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

Topic 13: 7 days**Topic 14:** 8 days**Topic 16:** 8 days