HISD | Elementary Curriculum and Development
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.
2019-2020 Elementary Mathematics – H.O.M.E. Distance Learning At-A-Glance – Kinder

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Cycle 2 Week 1 April 13-17, 2020	I can recite numbers up to 100 by ones and tens. MATH.K.5	I can recite numbers up to 100 by ones and tens. MATH.K.5	I can tell the number of objects in a set up to 10 without counting. MATH.K.2D	I can count, read, write, and represent numbers to at least 20 with objects and pictures. MATH.K.2B, ATH.K.2C	I can recite, count, read, write and represent numbers and count objects in a set up to 10. MATH.K.5, MATH.K.2D, MATH.K.2B, MATH.K.2C
Cycle 2 Week 2 April 20-24, 2020	I can recall a number shown to me and represent the same number. MATH.K.2I	I can compose and decompose numbers up to 10 into two parts with objects and pictures. MATH.K.2I	I can use objects and pictures to find the whole when the parts of a number to 10 are known. MATH.K.2I	I can model addition and subtraction word problems by composing and decomposing numbers. MATH.K.2I, MATH.K.3A	I can recall, compose, and decompose numbers and model addition and subtraction MATH.K.2I, MATH.K.3A
Cycle 3 Week 1 April 27 – May 1, 2020	I can recall a number shown to me and represent the same number. MATH.K.2I	I can compose and decompose numbers up to 10 into two parts with objects and pictures. MATH.K.2I	I can use objects and pictures to find the whole when the parts of a number to 10 are known. MATH.K.2I	I can model addition and subtraction word problems by composing and decomposing numbers. MATH.K.2I, MATH.K.3A	I can recall, compose, and decompose numbers and model addition and subtraction MATH.K.2I, MATH.K.3A
Cycle 3 Week 2 May 4-8, 2020	I can use objects to act out addition problems. MATH.K.3A	I can use objects to act out subtraction problems. MATH.K.3A	I can use objects to act out addition and subtraction problems. MATH.K.3A	I can use objects and pictures to solve addition and subtraction word problems. (Join, Result Unknown) MATH.K.3B	I can use objects and pictures to solve addition and subtraction word problems. (Separate, Result Unknown) MATH.K.3A, MATH.K.3B

GLOBAL GRADUATE

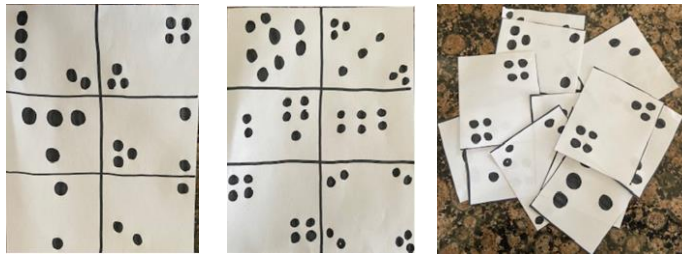|	**Monday – 15-20 minutes**
Activity **Look, Make, Fix** I can recall a number shown to me and represent the same number. Image source: Pixabay.com	Draw a line down the center of a sheet of paper. Then draw two lines across to create 6 boxes. Repeat the same steps on a second sheet of paper. Copy the domino dot patterns in the boxes as shown in the picture. Then cut them apart. Mix the cards up and stack them in one neat stack. Flip over the card and look at it for 3 seconds and flip it back faced down. **LOOK** Now answer the following questions about the card you saw. • **How many dots did you see?** • **How did you see 7?** Turn the card over again and check to see if you are correct. Point and make the pattern on the card in the air. Place the card at the bottom of the stack and repeat until you have made all the dot patterns.
Resources	Paper, pencil, scissors, objects (examples: pasta, counters, cereal, beads, etc.).
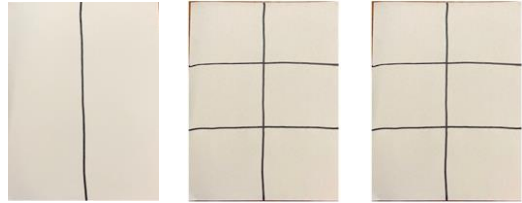
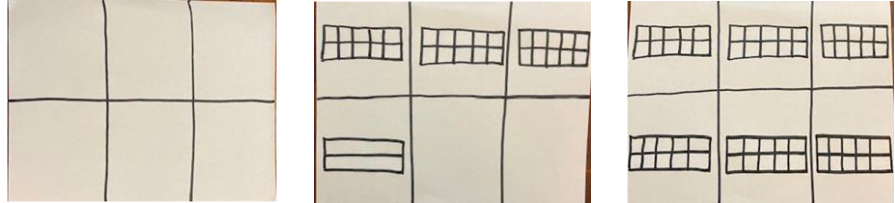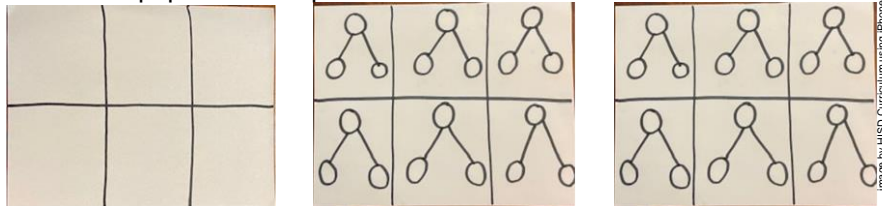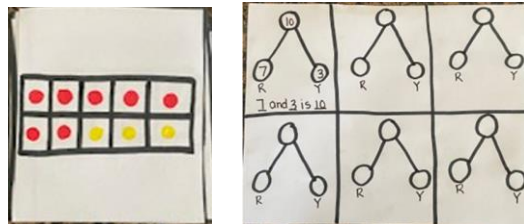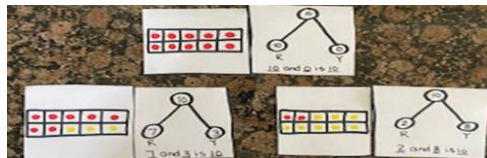|	Tuesday – 15-20 minutes
Activity **Compose** I can compose and decompose numbers up to 10 into two parts with objects and pictures. Image source: Pixabay.com	Divide a sheet of paper into six parts. Then draw a ten frame inside each box. *image by HISD Curriculum using iPhone* Choose two different color crayons or markers. Copy these dot patterns inside the ten frames as shown in the picture. Then cut them apart. *image by HISD Curriculum using iPhone* Divide another sheet of paper in to six parts. Draw a number bond in each box. *image by HISD Curriculum using iPhone* Choose a ten frame and write the number of red dots, the number of yellow dots, and the total number of red and yellow dots together. Repeat until you have recorded all the ten frames on number bonds. *image by HISD Curriculum using iPhone* Cut the number bonds out. Mix them up and match the ten frames with the number bond it represents. *image by HISD Curriculum using iPhone*
Resources	Paper, crayons or markers, scissors

2019-2020 HISD @ H.O.M.E. – Distance Learning
Mathematics – Kindergarten
April 27 - May 8, 2020 – Week 1

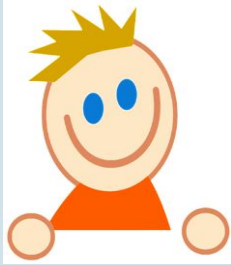|	Wednesday – 15-20 minutes
Activity **Composing and Decomposing** I can use objects and pictures to find the whole when the parts of a number to 10 are known. Image source: Pixabay.com	Draw a line down the center of a sandwich bag. Place 6 objects inside the bag and seal it. Grab a sheet of paper to record your work on. Push all the counters to the left of the line. **Step 1:** Count the counters on the left side of the line. Record that number on your paper. **Step 2:** Count the number of counters on the right side and record that number. **Step 3:** Now count all the counters on both sides and record the total number of counters. Note: Kindergarten students use: **and** to represent **+** **is** to represent **=** image by HISD Curriculum using iPhone Now push one counter to the right side of the line. Repeat **Steps 1-3.** Continue until you have written all combinations of 6. 6 and 0 is 6 5 and 1 is 6 6 and 0 is 6 5 and 1 is 6 4 and 2 is 6 image by HISD Curriculum using iPhone _____ and _____ is _____ When you want to have more fun, do this process with 9 and 10 objects in the bag. **9** **counters** **10** **counters**
Resources	1 sandwich or snack size baggie, counters (i.e., pasta, beans, cereal, beads, etc.), paper, and a pencil
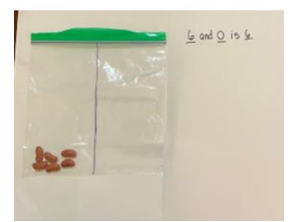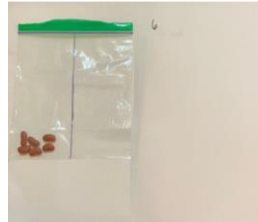
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Mathematics – Kindergarten
April 27 - May 8, 2020 – Week 1

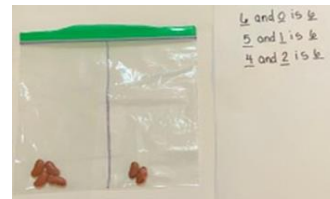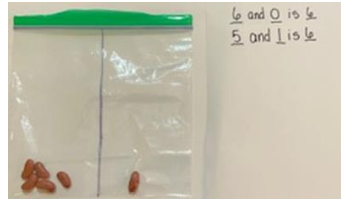|	Thursday – 15-20 minutes
Activity **Modeling Subtraction** I can model addition and subtraction word problems by composing and decomposing numbers. Image source: Pixabay.com	Read the following math story aloud and picture what the math story is about. **Trinity baked 7 oatmeal cookies. She ate 2 of the cookies. How many cookies does Trinity have left?** What is this math story about? Image source: Pixabay.com Read the math story aloud a **second time**. This time focus on the question and what you need to find out. What is the question asking? / What do I need to find out? Image source: Pixabay.com Read the math story a **third time**. This focus on the important information. What information do I know? / What information don't I know? Image source: Pixabay.com **Now model the story.** How many cookies did Trinity start with? Use your counters to model that amount. Counting Cubes by HISD Curriculum using 1, 2, 3, Math Fonts What **strategy** will you use? • Counting back • Counting on What answer did you get? How did you get that answer? *Possible Answer*: Counting Cubes by HISD Curriculum using 1, 2, 3, Math Fonts • Counted back: "I started at 7 and said, 6,5." • Counting on: "I started at 2 and used my fingers to track as I said, 3,4,5,6,7. Then I knew the answer was 5. Now follow the steps above to solve this math story on your own. Act it out using counters and explain your thinking. **Mercedes has 9 crayons. She broke 6 of them. How many crayons are not broken?**
Resources	Counters (i.e., pasta, beans, cereal, beads, pencils, etc.)

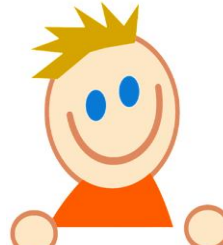|	Friday – 15-20 minutes
Activity **Choice Board** I can recall, compose, and decompose numbers and model addition and subtraction.	# Choice Board Choose one of the activities that you completed this week from the choice board. <table><tr><th>Look, Make, Fix</th><th>Composing Ten</th><th>Composing and Decomposing</th><th>Modeling Subtraction</th></tr><tr><td>Creating regular dot patterns Image source: Pixabay.com</td><td>Combinations of 10 Image source: Pixabay.com</td><td>Counters in the bag Image source: Pixabay.com</td><td>Using composing and decomposing</td></tr></table>
Resources	Paper, pencil, scissors, objects (examples: pasta, counters, cereal, beads, etc.), crayons or markers, 1 sandwich or snack size bag, counters (i.e., pasta, beans, cereal, beads, pencils)
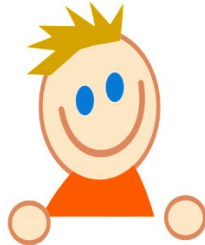
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2019-2020 HISD @ H.O.M.E. – Distance Learning
Mathematics – Kindergarten
April 27 - May 8, 2020 – Week 2

	Monday – 15-20 minutes
Activity I can use objects to act out addition problems. Image source: Pixabay.com	Read the following math story aloud and picture what the math story is about. **Lucas had 4 crayons. His teacher gave him 2 more crayons. How many crayons does Lucas have altogether?** What is this math story about? Image source: Pixabay.com Read the math story aloud a **second time**. This time focus on the question and what you need to find out. What is the question asking? What do I need to find out? Image source: Pixabay.com Read the math story a **third time**. This focus on the important information. What information do I know? What information don't I know? Image source: Pixabay.com **Now model the story.** How many crayons did Lucas start with? Use your counters to model that amount. Counting Cubes Image by HISD Curriculum using 1, 2, 3 Math Fonts What **strategy** will you use? • Counting all • Counting on What answer did you get? How did you get that answer? *Possible Answer*: Counting Cubes Image by HISD Curriculum using 1, 2, 3 Math Fonts • Counting all: "I said 1,2,3,4,5,6." • Counting on: "I started at 4 and used my fingers to track as I said, 5,6. Then I knew the answer was 6. Now follow the steps above to solve this math story on your own. Act it out using counters and explain your thinking. **Kristina had 3 LOL dolls. She got 3 more LOL dolls for her birthday. How many LOL dolls does she have now?**
Resources	Counters (i.e., pasta, beans, cereal, beads, pencils, etc.)

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	Tuesday – 15-20 minutes
Activity I can use objects to act out subtraction problems. Image source: Pixabay.com	Read the following math story aloud and picture what the math story is about. **Kennedy had 8 stickers. She gave 3 stickers to her friends. How many stickers does Kennedy have left?** What is this math story about? Image source: Pixabay.com Read the math story aloud a **second time**. This time focus on the question and what you need to find out. What is the question asking? / What do I need to find out? Image source: Pixabay.com Read the math story a **third time**. This focus on the important information. What information do I know? / What information don't I know? Image source: Pixabay.com **Now model the story.** How many stickers did Kennedy start with? Use your counters to model that amount. Counting Cubes Image by HISD Curriculum using 1, 2, 3 Math Fonts What **strategy** will you use? • Counting back • Counting on What answer did you get? How did you get that answer? Counting Cubes Image by HISD Curriculum using 1, 2, 3 Math Fonts *Possible Answer*: • Counted back: "I started at 8 and said, 7,6,5." • Counting on: "I started at 3 and used my fingers to track as I said, 4, 5, 6, 7, 8. Then I knew the answer was 5. Now follow the steps above to solve this math story on your own. Act it out using counters and explain your thinking. **There were 6 pencils on the table. The teacher removed 2 of them. How many pencils are left on the table?**
Resources	Counters (i.e., pasta, beans, cereal, beads, pencils, etc.)

	Wednesday – 15-20 minutes
Activity I can use objects to act out addition and subtraction problems. *Image source: Pixabay.com*	Read the following math story aloud and picture what the math story is about. **There are 8 turtles swimming in the ocean. Two more turtles joined them. How many turtles are swimming altogether?** What is this math story about? *Image source: Pixabay.com* Read the math story aloud a **second time**. This time focus on the question and what you need to find out. What is the question asking?　What do I need to find out? *Image source: Pixabay.com* Read the math story a **third time**. This focus on the important information. What information do I know?　What information don't I know? *Image source: Pixabay.com* **Now model the story.** How many turtles were swimming in the ocean at the start? Use your counters to model that amount. Counting Cubes Image by HISD Curriculum using 1, 2, 3 Math Fonts What **strategy** will you use? • Counting all • Counting on What answer did you get? How did you get that answer? *Possible Answer*: Counting Cubes Image by HISD Curriculum using 1, 2, 3 Math Fonts • Counting all: "I said 1,2,3,4,5,6,7,8,9,10." • Counting on: "I started at 8 then said 9,10." Now follow the steps above to solve this math story on your own. Act it out using counters and explain your thinking. **There was 5 whales swimming in the ocean. Then two more whales joined them. How many whales are in the ocean now?**
Resources	Counters (i.e., pasta, beans, cereal, beads, pencils, etc.)

2019-2020 HISD @ H.O.M.E. – Distance Learning
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	Thursday – 15-20 minutes
Activity I can use objects and pictures to solve addition and subtraction word problems. (Join, Result Unknown) Image source: Pixabay.com	Read the following math story aloud and picture what the math story is about. **There were 5 ships sailing in the ocean. Then 4 more ships joined them. How many ships are sailing in the ocean now?** What is this math story about? Image source: Pixabay.com Read the math story aloud a **second time**. This time focus on the question and what you need to find out. What is the question asking? What do I need to find out? Image source: Pixabay.com Read the math story a **third time**. This focus on the important information. What information do I know? What information don't I know? Image source: Pixabay.com **Now model the story.** How many ships were sailing in the ocean at the start? Use your counters to model that amount. Counting Cubes Image by HISD Curriculum using MS Word What **strategy** will you use? • Counting all • Counting on What answer did you get? How did you get that answer? Counting Cubes Image by HISD Curriculum using MS Word *Possible Answer*: • Counting all: "I said 1,2,3,4,5,6,7,8,9." • Counting on: ""I started at 5 then said 6,7,8,9." Now follow the steps above to solve this math story on your own. Act it out using counters and explain your thinking. **There were 7 birds sitting in a tree. Then 1 more bird joined them. How many birds are in the tree now?**
Resources	Counters (i.e., pasta, beans, cereal, beads, pencils, etc.)

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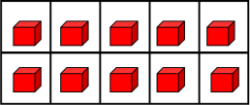
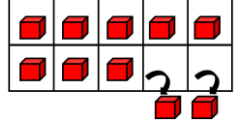|	
Friday – 15-20 minutes	
Activity	Read the following math story aloud and picture what the math story is about.
	The toy store had 10 dinosaurs. The store clerk sold 2 toy dinosaurs. How many dinosaurs does the store have now?
I can use objects and pictures to solve addition and subtraction word problems. (Separate, Result Unknown) .	What is this math story about?
	Image source: Pixabay.com
	Read the math story aloud a **second time**. This time focus on the question and what you need to find out.
	What is the question asking? What do I need to find out?
	Image source: Pixabay.com
	Read the math story a **third time**. This focus on the important information.
	What information do I know? What information don't I know?
	Image source: Pixabay.com
	Now model the story.
	How many dinosaurs did the toy store start with? Use your counters to model that amount.
	Counting Cubes Image by HISD Curriculum using MS Word
	What **strategy** will you use?
	• Counting back
	• Counting on
	What answer did you get? How did you get that answer?
	Counting Cubes Image by HISD Curriculum using MS Word
	Possible Answer:
	• Counted back: "I started at 10 and said, 9,8."
	• Counting on: "I started at 2 and used my fingers to track as I said, 3,4,5, 6,7, 8,9,10. Then I knew the answer was 8.
	Now follow the steps above to solve this math story on your own. Act it out using counters and explain your thinking.
	There were 10 lollipops on the table. The teacher gave 3 of the lollipops to her student helpers. How many lollipops were left on the table?
Resources	Counters (i.e., pasta, beans, cereal, beads, pencils, etc.)