

Deer Valley Unified School District Mathematics Curriculum



Kindergarten

2009-2010

DRAFT

Mathematics Curriculum Team Members

**Judith Centa, Paseo Hills
Molly Willard, Sunset Ridge
Christine Esch, Norterra Canyon
Elizabeth Raskin, Desert Mountain
Patty Tyler, Deer Valley High School
Jim Addabo, Deer Valley High School
Pam Bobbitt, Sandra Day O'Connor High School
Cindy Knoll, Sandra Day O'Connor High School
JoAnn Bogner, Barry Goldwater High School
Peggy MacAbee, Boulder Creek High School
Diane Goldman, Barry Goldwater High School
Drew Tutt, Barry Goldwater High School
Lisa Bush, District Office**

DRAFT

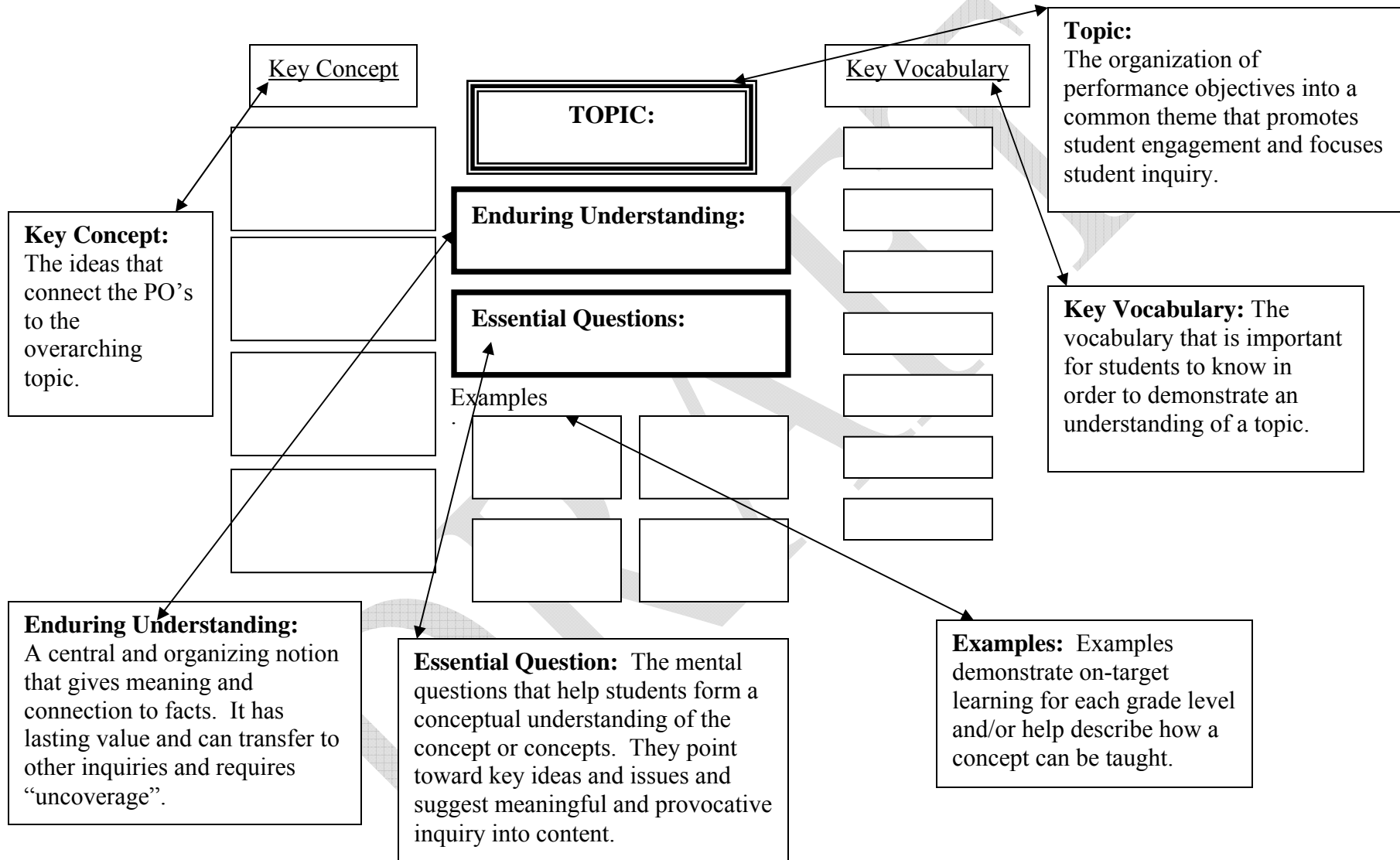
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Curriculum Definition Page

Topic: The organization of performance objectives into a common theme that promotes student engagement and focuses student inquiry.	TOPIC: Enduring Understanding:			
Enduring Understanding: A central and organizing notion that gives meaning and connection to facts. It has lasting value and can transfer to other inquiries and requires “uncoverage”.	Standard & Related Concept	Performance Objectives 2008 Standards	Connections and Integration	Resources
Standard and Related Concept: Identifies the standard and concept from the state standards organized into the topic.				
Performance Objective (2008 Standards): Observable and measurable objectives at each grade level from the state standards from 2008	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> E: The most essential and critical learning. I: Important learning. N: Content that is nice to know but less critical to conceptual understanding and developmental learning. <i>(Indicated beside the PO in bold)</i> </div> <div style="width: 45%;"> I: Quarter the concept is introduced. B: Quarter the concept will be tested on the district benchmark test. <i>(Indicated in bold after the E, I, or N in the form I/B)</i> </div> </div>			
	Connections and Integration: Objectives from within the math standards and from other subject area standards that can easily be integrated into a cohesive instructional unit.			
	Resources: Materials that would benefit students as they develop a deep understanding of the topic. May include supplemental or adopted materials.			

Concept Map Definition Page



ORGANIZATION OF THE DEER VALLEY MATHEMATICS CURRICULUM

The mathematics curriculum team delineated topics within the Arizona Mathematics Standards that are consistent with the way we teach and think about math. The document is designed so that teachers can see the strand, concept and performance objective within the state standards that link to each topic. Some performance objectives appear in more than one topic because the teaching and learning of mathematics should not be fragmented or compartmentalized. The topics within this document should be continuously integrated to allow students to construct meaning and make connections between and within the topics.

The Deer Valley Mathematics Curriculum delineated the following topics under each of the five main strands in the state standards:

- Number and Operations
 - Number Sense
 - Place Value
 - Addition, Subtraction, Multiplication, Division → Number & Operations
 - Money and Decimals → Decimals
 - Fractions
 - Rational Numbers
 - Integers
 - Estimation
- Data Analysis, Probability and Discrete Mathematics
 - Data Analysis and Graphing
 - Probability
- Patterns, Algebra and Functions
 - Patterns
 - Algebra
 - Ratios and Proportions
- Geometry and Measurement
 - Geometry
 - Measurement
 - Time
- Structure and Logic
 - Problem Solving and Logic

Communication, problem solving, reasoning and proof, connections and representation are the process standards as described in the *Principles and Standards for School Mathematics* from the National Council of Teachers of Mathematics (NCTM). These process standards are interwoven within all the content strands of the Arizona Mathematics Standard. The process standards emphasize ways to acquire and use the content knowledge.

Mathematics education should enable students to fulfill personal ambitions and career goals in an informational age. In the NCTM *Principles and Standards* document it asks us to “*Imagine a classroom, a school, or a school district where all students have access to high-quality, engaging mathematics instruction. There are ambitious expectations for all, with accommodations for those who need it*”.¹ The Arizona Mathematics Standard Articulated by Grade Level is intended to facilitate this vision. (Arizona Mathematics Standard, ADE, 2008)

¹ National Council of Teachers of Mathematics, Principles and Standards for School Mathematics, NCTM Publications, Reston, VA, 2000, p. 3.

K – 8th Grade Articulated Topic Guide

Note: Topics ending in the graphic must be mastered by the indicated grade level. Those skills are essential for success in the next grade level.

K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th		
Number Sense (including Place Value)										
Addition										
Subtraction										
		Multiplication		Number & Operations						
			Division							
		Money and Decimals							Decimals	
			Fractions							
									Rational Numbers	
			Estimation							Integers
		Data Analysis and Graphing								
				Probability						
Patterns										
			Algebra							
									Ratios & Proportions	
Geometry										
Measurement										
		Time								
Problem Solving & Logic										

TOPIC: Problem Solving & Logic			Quarter this will be taught: _____
Enduring Understanding: Pictures help us understand and solve problems.			
Standard and Related Concept	Performance Objectives 2008 Standards	Connections and Integration	Resources
Strand 1: Number and Operations Concept 2: Understand and apply numerical operations and their relationship to one another.	PO1. Solve contextual problems by developing, applying, and recording strategies with sums and minuends to 10 using objects, pictures, and symbols. (E 1/2)	Strategies may include drawing pictures, using objects, acting out, making a chart or list, counting on, using doubles, making a ten, etc. Students use +, -, = to record number sentences.	Throughout the year
	PO1. Identify the question(s) asked and any other questions that need to be answered in order to find a solution. PO 2. Identify the given information that can be used to find a solution. PO3. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution. PO4. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols. PO5. Explain and clarify mathematical thinking. (E 1/1-4) PO6. Determine whether a solution is reasonable. (E 1/1-4)	In Grade K, students begin to build the understanding that doing mathematics involves solving problems and discussing how they solved them. Students also begin to develop their mathematical communication skills as they participate in mathematical discussions involving questions like “How did you get that?” and “Why is that true?” Students will often use objects and pictures to explain their thinking. Modeling different explanations to guide students is helpful.	

Key Concepts:

Provide verbal rationale.

Justify your solution or your thinking.

Select appropriate strategies for word problems.

Solve oral word problems.

TOPIC:
Problem Solving and Logic

Enduring Understanding:

Problems can be solved in many ways.

Essential Question(s):

- How can the information be organized to help solve the problem?
- How can models, charts, and pictures help us solve problems?

Examples:**Draw a model, chart, or picture to show:**

1. Jon had one candy. Lisa gave him three more. How much does he have now?
2. Three birds were sitting on the tree. Two more birds flew over and landed on the tree. How many birds are on the tree now?
3. 8 friends were playing in the playground. 3 of the friends left to get a drink. How many friends are left playing?
4. Six sodas were in the refrigerator. Ted drank a soda and his brother drank a soda. How many sodas were left in the refrigerator?

Key Vocabulary:

strategy

justify

describe

model

represent

reasonable

TOPIC: Geometry			Quarter this will be taught: _____
Enduring Understanding: Shapes are everywhere in our world and can be used for creating many things.			
Standard and Related Concept	Performance Objectives 2008 Standards	Connections and Integration	Resources
Strand 4: Geometry and Measurement Concept 1: Analyze the attributes and properties of two and three dimensional figures and develop mathematical arguments about their relationships.	PO 1. Identify, analyze, and describe circles, triangles, and rectangles (including squares) in different orientations and environments. (E 1/1)	Science: S5-C1-PO1: Identify the following observable properties of objects using the senses. shape, texture, size, color Science: S5-C1-PO2: Compare objects by the following observable properties: size, color, and type of material. Science: S5-C1-PO3 Describe spatial relationships (i.e. above, below, next to, left, right, middle, center) of objects.	Sorting: Topic 1.1-1.5 Position and Location: Topic 2.1-2.6 2-dimensional figures, rectangles, circles, triangles, squares: Topic 7.1-7.4 Optional 3-dimensional figures: Topic 7.5-7.8
	PO 2. Build, draw, compare, describe, and sort 2-dimensional figures (including irregular figures) using attributes. (I 1/-)	Science: S1-C3-PO1 Organize (e.g. compare, classify, and sequence) objects, organisms, and events according to various characteristics. Science: S1-C3-PO2: Compare objects according to their measureable characteristics (e.g., longer/shorter, lighter/heavier). Math: S5-C2- PO5. Explain and clarify mathematical thinking. (E 1/1-4)	
Concept 4: Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.	PO 1. Compare and order objects according to observable and measureable attributes.	Students interact with many types of shapes beyond the basic circles, triangles, and rectangles. Students describe the number of sides, number of vertices, curved/straight sides, size, etc. A square is a special kind of rectangle. Although most kindergartners do not yet understand that, it is good to teach with this idea in mind. A square turned on a vertex is still a square, not a diamond.	
Strand 2: Data Analysis, Probability, and Discrete Mathematics Concept 2: Understand and demonstrate the systematic listing and counting of possible outcomes.	PO 1. Sort, classify, count, and represent up to 20 objects and justify the sorting rule. (E 1/3)		

NOTE: “*” indicates the PO is repeated in other topics within the document. You can find these topics under “Collaboration and Integration”.

Key Concepts:

Name shapes

Locate and name shapes in the environment

Sort shapes by attributes

Provide verbal rationale for classifying

TOPIC:
Geometry**Enduring Understanding:**

Shapes are everywhere in our world and can be used for creating many things.

Essential Question(s):

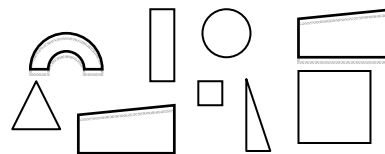
- What are shapes?
- How are shapes different or similar?
- What can we do with shapes?
- Where can we find shapes?

Examples:

Tell how the shapes are alike and how they are different:



Sort by number of sides, number of corners, etc.:



Identify shapes in the environment



Use the sticks to create two different shapes.

**Key Vocabulary:**

square

rectangle

triangle

circle

oval

heart

star

sides

corners

edges

sort

similar

different

TOPIC: Patterns			Quarter this will be taught: _____
Enduring Understanding: Patterns are all around us. They help us understand our world.			
Standard and Related Concept	Performance Objectives 2008 Standards	Connections and Integration	Resources
Strand 3: Patterns, Algebra, and Function Concept 1: Identify patterns and apply pattern recognition to reason mathematically.	PO 1. Recognize, describe, extend, create, and record simple repeating patterns. (E 1/1)	Repeating patterns repeat the same pattern over and over again. Verbal and movement patterns as well as patterns produced with physical objects can be used.	Topic 3
	PO 2. Recognize, describe, extend, and record simple growing patterns. (E 1/1-3)	Growing patterns repeat the same process over and over again. The simplest growing pattern is 1, 2, 3, 4, ... In grade K, students study simple repeating and growing patterns in preparation for increasingly sophisticated patterns that can be represented with algebraic expressions in later grades. Math: S5C2-04. Represent a problem situation using words, numbers, pictures, physical objects, or symbols. Math: S5C2-05. Explain and clarify mathematical thinking. Science: S1-C4-PO1: Communicate observations with pictographs, pictures, models, and/or words.	

NOTE: “*” indicates the PO is repeated in other topics within the document. You can find these topics under “Collaboration and Integration”.

Key Concepts:

Communicate repeating, growing, and reducing patterns.

Extend patterns.

Create patterns.

Explain a pattern.

Describe and label a pattern.

Key Vocabulary:

describe

create

extend

repeating pattern

growing pattern

reducing pattern

TOPIC: Patterns

Enduring Understanding:

Patterns are all around us. They help us understand our world.

Essential Question(s):

- What are patterns?
- How do patterns help us predict?
- What patterns can we find in literature and in our surroundings?
- How can patterns be different?

Examples:

Describe and label what comes next.

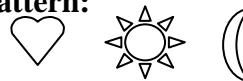
10, 20, 30, 40, ____, ____, ____

Say: "Extend and describe what comes next."

8, 7, 6, 5, ____

Extend and describe the pattern.

Use the shapes to create a pattern. Explain and label your pattern:



TOPIC: Number Sense			Quarter this will be taught: _____
Enduring Understanding: Numbers are symbols used to represent objects and the relationships among them.			
Standard and Related Concept	Performance Objectives 2008 Standards	Connections and Integration	Resources
Strand 1: Number Sense and Operations Concept 1: Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.	PO 1. Express whole numbers 0 to 20 using and connecting multiple representations. (E 1/1-3)	In Grade K, students develop basic ideas of number and use numbers to think about objects and the world around them. They practice counting objects in sets, and they think about how numbers are ordered. This includes counting aloud and using one-to-one correspondence. Counting should be reinforced throughout the day, not in isolation. Examples: <ul style="list-style-type: none"> Count the number of chairs of the students who are absent. Count the number of stairs, shoes, etc. Counting up to 20 objects should also be reinforced when collecting data to create charts and graphs, sorting objects, and measuring. <u>Math:</u> S5C2-05. Explain and clarify mathematical thinking. <u>Math:</u> S5C2-06. Determine whether a solution is reasonable.	Numbers 0-5: Topic 4 Numbers 6-10: Topic 5 Comparing: Topic 6 Larger Numbers: Topic 12 Ordinal Numbers: Topic 8.4-8.6
	PO 2. Count forward to 20 and backward from 10 with or without objects using different starting points. (E 1/3)		
	PO 3. Identify numbers which are one more or less than a given number to 20.(E 1/1-3)		
	PO 4. Compare and order whole numbers through 20. (E 1/4)		
	PO 5. Recognize and compare the ordinal position of at least five objects. (E 1/1-3)		
Concept 2: Understand and apply numerical operations and their relationship to one another.	PO 2. Develop and use multiple strategies to determine <ul style="list-style-type: none"> sums to 10 and differences with minuends to 10. (E 1/1-4) 		
	PO3. Create word problems based on sums to 10 and differences with minuends to 10. (I 2/-)		
Concept 3: Use estimation strategies reasonably and fluently.	PO1. *Identify quantities to 20 as more or less than 5 or as more or less than 10. (E 2/2-4)		

NOTE: “*” indicates the PO is repeated in other topics within the document. You can find these topics under “Collaboration and Integration”.

Key Concepts:

Make models of numbers up to 20.

Note: 1st quarter: 0-10

3rd quarter: 0-20

Say a number and write a number to match a given set.

Identify and write numbers 0 – 20, in and out of order.

Orally count 0 – 20 and 20 – 0.

Identify the ordinal position of five objects.

Compare two numbers and put three numbers in order.

TOPIC:
Number Sense

Enduring Understanding:

Numbers are symbols used to represent objects and the relationship among them.

Essential Question(s):

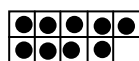
-What are numbers and how are they useful?

Examples:**Model the numbers:**

3



9



How many are there? Circle the correct number.

3, 6, 4

**Order the numbers:**

*Least to greatest:

15, 7, 10

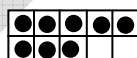
*Greatest to least:

15, 7, 10

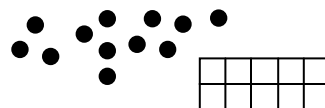
Which is first, second, third, etc.



Is the number more or less than 5? Than 10?



Use the 10-frame to determine if there are more or less than 10.

**Key Vocabulary:**

set

numeral/number

model

fewer, smallest, least

more, largest, greatest

forward, backward, order

first

second

third

fourth

fifth

digit

TOPIC: Measurement			Quarter this will be taught: _____
Enduring Understanding: We can compare objects around us using tools of measurement.			
Standard and Related Concept	Performance Objectives 2008 Standards	Connections and Integration	Resources
Strand 4: Geometry and Measurement Concept 4: Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.	PO2. Use the attribute of length to describe and compare objects using non-standard units.	Math: S5C2-05. Explain and clarify mathematical thinking. Math: S5C2-06. Determine whether a solution is reasonable. Science: S1-C2-PO3. Perform simple measurements using non-standard units of measure to collect data. Science: S1-C3-PO1. Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics. Science: S1-C3-PO2. Compare objects according to their measurable characteristics (e.g., longer/shorter, lighter/heavier). Science: S5-C1-PO2. Compare objects by the following observable properties: size, color, type of material. In Grade K, students informally develop early measurement concepts. This is an important precursor to measurement in later grades when students measure objects with tools.	Topic 9
	PO1. Compare and order objects according to observable and measureable attributes. (E 3/4)		

NOTE: “*” indicates the PO is repeated in other topics within the document. You can find these topics under “Collaboration and Integration”.

Key Concepts:

Compare objects by measurable attributes

Tell how objects can be measured

Put objects in order based on measurable attributes

Estimate to solve problems

TOPIC:
Measurement

Enduring Understanding:

We can compare objects around us using tools of measurement.

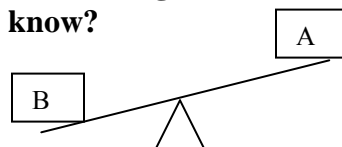
Essential Question(s):

- How can we compare objects?
- What are different ways to measure the same object?

Examples:

Measure and record the lengths with unifix cubes. Which is longest? Which is shortest?

Which is lighter? How do you know?



Put them in order from shortest to tallest.

How many different ways can you measure this apple? (possibilities: around, weight, height, volume, mass)



Key Vocabulary:

long longer longest

short shorter shortest

heavy heavier heaviest

light lighter lightest

big bigger biggest

small smaller smallest

tall taller tallest

measure

compare

estimate

balance

weight weigh

TOPIC: Addition			Quarter this will be taught: _____
Enduring Understanding: Numbers and addition can be used to model real life situations.			
Standard and Related Concept	Performance Objectives 2008 Standards	Connections and Integration	Resources
Strand 1: Number Sense and Operation Concept 2: Understand and apply numerical operations and their relationship to one another.	PO1. Solve contextual problems by developing, applying, and recording strategies with sums and minuends to 10 using objects, pictures, and symbols.	<p>In Grade K, students build a foundation for learning how to add and subtract by putting together and taking apart numbers through ten. They apply strategies to solve contextual and numerical problems.</p> <p>Strategies may include counting on, using doubles, making a ten, etc.</p> <p>Students use the symbols +, -, and = to record number sentences.</p> <p>In Grade K, students use five and ten as benchmark numbers to develop their sense of quantity as well as to compare numbers.</p> <p>thinking.</p> <p>Math: S5C2-01. Identify the question(s) asked and any other questions that need to be answered in order to find a solution.</p> <p>S5C2-02. Identify the given information that can be used to find a solution.</p> <p>S5C2-03. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.</p> <p>S5C2-04. Represent a problem situation using words, numbers, pictures, physical objects, or symbols.</p> <p>S5C2-05. Explain and clarify mathematical thinking.</p> <p>S5C2-06. Determine whether a solution is reasonable.</p>	Topic 10 Literature: <i>Animals on Board</i> (Stuart Murphy book)
	PO2. Develop and use multiple strategies to determine <ul style="list-style-type: none"> • sums to 10 and • differences with minuends to 10. (E 3/4) 		
	PO3. Create word problems based on sums to 10 and differences with minuends to 10.		
Strand 1: Number Sense and Operations Concept 3: Use estimation strategies reasonable and fluently while integrating content from each of the other strands.	PO 1. Identify quantities to 20 as more or less than 5 or as more or less than 10.		

Key Concepts:

Create a model of an addition problem

Create a model to show an oral addition word problem.

Construct equivalent forms of numbers with models.

Decide whether to add or subtract in context.

Write a number sentence:



$$3 + 9 = 12$$

TOPIC:
Addition

Enduring Understanding:

Numbers and addition can be used to model real life situations.

Essential Question(s):

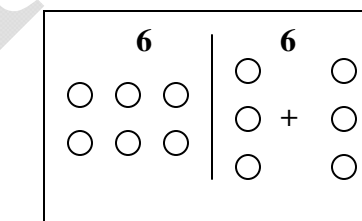
- What is addition?
- How can we show it?
- When is it used?
- How can we show a number in various ways?

Examples:

$$\begin{array}{c} \bigcirc \bigcirc + \bigcirc = \bigcirc \bigcirc \bigcirc \\ 2 + 1 = 3 \end{array}$$

Create a model for 5:

$$\begin{array}{c} \bigcirc \bigcirc + \bigcirc \bigcirc \\ 3 + 2 \end{array} \quad \begin{array}{c} \bigcirc \bigcirc \\ 1 + 4 \\ \bigcirc \end{array}$$



Sara has one pretzel. Ruth gave her two more.

Draw a model.

Is this addition or subtraction?
How many pretzels does she have now?

Key Vocabulary:

addend

sum

equations

total

parts

whole

addition, number sentence

add

number sentence

join

plus sign

equal sign

TOPIC: Subtraction			Quarter this will be taught: _____
Enduring Understanding: Numbers and subtraction can be used to model real life situations.			
Standard and Related Concept	Performance Objective 2008 Standards	Connections and Integration	Resources
Strand 1: Number Sense and Operations Concept 2: Understand and apply numerical operations and their relationship to one another.	PO1. Solve contextual problems by developing, applying, and recording strategies with sums and minuends to 10 using objects, pictures, and symbols.	In Grade K, students build a foundation for learning how to add and subtract by putting together and taking apart numbers through ten. They apply strategies to solve contextual and numerical problems.	Topic 11
	PO2. Develop and use multiple strategies to determine <ul style="list-style-type: none">• sums to 10 and• differences with minuends to 10.	Strategies may include counting on, using doubles, making a ten, etc. Students use the symbols +, -, and = to record number sentences.	
	PO3. Create word problems based on sums to 10 and differences with minuends to 10.	In Grade K, students use five and ten as benchmark numbers to develop their sense of quantity as well as to compare numbers.	
Strand 1: Number Sense and Operations Concept 3: Use estimation strategies reasonable and fluently while integrating content from each of the other strands.	PO 1. Identify quantities to 20 as more or less than 5 or as more or less than 10.	thinking. Math: S5C2-01. Identify the question(s) asked and any other questions that need to be answered in order to find a solution. S5C2-02. Identify the given information that can be used to find a solution. S5C2-03. Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution. S5C2-04. Represent a problem situation using words, numbers, pictures, physical objects, or symbols. S5C2-05. Explain and clarify mathematical thinking. S5C2-06. Determine whether a solution is reasonable.	

NOTE: “*” indicates the PO is repeated in other topics within the document. You can find these topics under “Collaboration and Integration”.

Key Concepts:

Create a model of a subtraction problem

Create a model to show an oral subtraction word problem.

TOPIC:
Subtraction

Enduring Understanding:

Numbers and subtraction can be used to model real life situations.

Essential Question(s):

- What is subtraction?
- How can we show it?
- When do we use it?
- How can it help us solve daily problems?

Examples:

Jon had nine marbles. He lost 2 marbles.

Create a model.

How many does he have left?

Write a number sentence.

Jan had 5¢. She lost 2¢.

Would this be an addition or subtraction problem?

How much does she have now?

Write the number sentence.

Key Vocabulary:

minus

difference

subtract

equal sign

whole

part

equation

subtraction number sentence

separate

TOPIC: Data Analysis and Graphing			Quarter this will be taught: _____
Enduring Understanding: Data can be displayed in various forms. Graphs provide us with valuable data.			
Standard and Related Concept	Performance Objectives 2003 Standards	Connections and Integration	Resources
Strand 2: Data Analysis, Probability, and Discrete Math Concept 1: Understand and apply data collection, organization and representation to analyze and sort data.	PO 1. Construct simple displays of data using objects or pictures. (I 2/-)	In Grade K, students collect data to create object graphs and pictographs and apply number concepts to describe and interpret the graphs	Topic 5, lesson 11 Topic 16
	PO 2. Ask and answer questions by counting, comparing quantities, and interpreting simple displays of data. (E 1/1-2)	Students create object graphs and pictographs using data relevant to their lives (e.g., favorite ice cream, eye color, pets, etc.). Graphs may be constructed by groups of students as well as by individual students.	
	PO 3. Answer questions about a pictograph. (E 1/1-2)	Counting up to 20 objects should be reinforced when collecting data to create charts and graphs.	
	PO 4. Formulate questions based on data displayed in graphs, charts, and tables. (I 2/-)	Students describe the object graphs and pictographs they created. They should also ask and answer questions based on these graphs that reinforce other mathematics concepts such as counting, comparing, adding, subtracting, etc.	
	PO 5. Solve problems based on simple graphs, charts, and tables. (E 3/3-4)	Math: S5C2-05. Explain and clarify mathematical thinking. Science: S1C4-01 Communicate observations with pictographs, pictures, models, and/or words. Science: S1C4-02. Communicate with other groups to describe the results of an investigation.	

Key Concepts:

Collect and organize data.

Construct a variety of graphs.

Interpret pictographs and bar graphs.

Answer questions about a graph.

Formulate questions about data and about graphics – graphs, charts, tables

Solve problems about a graph

TOPIC:

Data Analysis and Graphing**Enduring Understanding:**

Information can be displayed in various forms. Graphs provide us with valuable data.

Essential Question(s):

- What are graphs?
- What can we learn from them?
- How can we display information?

Examples:

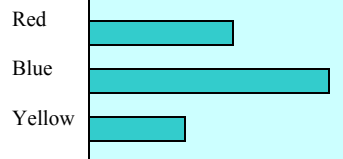
Based on our graph, what would be the most likely or least likely to be picked next?

A ○○○○

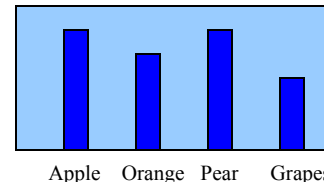
B ☆☆

C ▲▲▲

What can we find out from this graph?



Which has the least/most?



Survey 10 friends to determine their favorite shape. Organize the data and make a graph to show their favorite shapes.

Key Vocabulary:

most

least

graph

data

information

bar graph

pictograph

fewer fewest

survey

Kindergarten Year-Long Benchmark Guide

1 st Quarter			2 nd Quarter			3 rd Quarter			4 th Quarter		
August	September	October	November	December	January	February	March	April	May		
Problem Solving, Logic, and Discrete Math											
		Geometry									
		Patterns									
Understanding Our Number System											
		Measurement									
						Addition					
						Subtraction					
								Data Analysis and Graphing			

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1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
<u>Geometry:</u> <u>Patterns:</u> <u>Data Analysis and Graphing:</u> <u>Understanding Our Number System:</u> <i>Items limited to 0-5</i>	<u>Geometry:</u> <u>Patterns:</u> <u>Data Analysis and Graphing:</u> <u>Understanding Our Number System:</u> <i>Items limited to 0-10</i> <u>Measurement:</u>	<u>Geometry:</u> <u>Patterns:</u> <u>Data Analysis and Graphing:</u> <u>Understanding Our Number System:</u> <i>Items limited to 0-20</i>	<u>Data Analysis and Graphing:</u> <u>Understanding Our Number System:</u> <u>Measurement:</u> <u>Problem Solving, Logic, & Discrete Math:</u> <u>Addition:</u> <u>Subtraction:</u>

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