

**Standards Curriculum Map
Bourbon County Schools
Mathematical Practices**

MP.1. Make sense of problems and persevere in solving them.
MP.2. Reason abstractly and quantitatively.
MP.3. Construct viable arguments and critique the reasoning of others.
MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.
MP.6. Attend to precision.
MP.7. Look for and make use of structure.
MP.8. Look for and express regularity in repeated reasoning.

Level: Kindergarten

Grade and/or Course: Math

Updated/Created: April 2020

**Counting and Cardinality (0-5): Know the number names,
count sequence, and count to tell the number of objects**

| Days: | KAS: | Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| 1-15 | <p>K.CC.1 Count (1-5)</p> <p>a. Count to 100 by ones and tens.</p> <p>b. Count backwards from 30 by ones.</p> <p>K.CC.2 Count forward beginning from a given number with the known sequence within 100</p> | <p>I can model and count 0-5.</p> <p>I can count backwards from 5-0.</p> <p>I can count forward 0-5.</p> | <p>Count, one, two, three, four, five, zero, five frame, same, greater, less</p> | <p>Number Talks</p> <p>Mouse Collections Lessons (Early Math Collaborative-Erikson)</p> <p>Number</p> | <p>Books:</p> <p><u>Pete the Cat and His Four Groovy Buttons</u> By Eric Litwin</p> <p><u>Mouse Count</u> By Ellen Stoll Walsh</p> <p><u>Five Little Monkeys Jumping on the Bed</u> By Eileen Christelow</p> |

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| | <p>said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5 Given a number from 1-20, count out that many objects.</p> <p>a. Count to answer “how many?” questions with as many as 20 things arranged in a line, a rectangular array, or a circle.</p> <p>b. Count to answer “how many?” questions with as many as 10 things in a scattered configuration.</p> | <p>I can count 0-5 objects.</p> | | | |
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| | MP.2, MP.7, MP.8 | | | |
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HOT questions: Amy has 1 crayon. Sam has 2 crayons. Who has more crayons? How many more crayons does Sam have than Amy?

How many ways can you show the number 3? (five frames, dot cards, fingers, tally marks)

How do you know when a five frame has five counters?

When counting sets ask: How do you know? How can you prove your answer?

Measurement and Data: Classify objects and count the objects in each category

| Days: | KAS: | Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| 16-25 | <p>K.MD. 3 Classify and sort objects or people by attributes. Limit objects or people in each category to be less than or equal to 10.</p> <p>Continue to review standards: K.CC.1 K.CC.2 K.CC.3 K.CC.4 K.CC.5</p> <p>MP.3, MP.6</p> | <p>I can recognize items as the same and different.</p> <p>I can group objects into pairs or matches.</p> <p>I can recognize and sort objects by one or more attributes.</p> <p>I can sort groups with the same number.</p> <p>I can sort groups with more.</p> <p>I can sort groups with less.</p> | <p>Category, classify, color, shape, big, small, size, sort, same, different, pair, more, less</p> | <p>Math Talks</p> <p>People Sort (Early Math Collaborative-Erikson Institute)</p> <p>Manipulatives with multiple attributes and sorting mats</p> | <p>Books:</p> <p><u>Sort it Out</u> By Barbara Mariconda</p> <p><u>A Pair of Socks</u> By Stuart J. Murphy</p> <p><u>3 Little Firefighters</u> By Stuart J. Murphy</p> <p><u>Gray Rabbit's Odd One Out</u> By Alan Baker</p> <p><u>Caps for Sale</u> By Esphyr Slobodkina</p> <p><u>The Button Box</u> By Margarette Reid</p> <p>Song: "Sort, Sort, Sort" By Peg+Cat</p> |

HOT questions: Adam has a bag of marbles. He has two big red, three small red, one big purple, four small purple, five big orange, and five small orange marbles. He wants to sort and classify them by color. How many categories will he have?

Darcy pours some shapes onto a table. She has some squares, circles, and rectangles. Draw to show how she can sort and classify by shape. How can she find out how many are in each category?

How could we use this skill in real life?

Counting and Cardinality (0-10): Know the number names, count sequence, and count to tell the number of objects

| Days: | KAS: | Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| 26-40 | <p>K.CC.1 Count (1-10)</p> <p>a. Count to 100 by ones and tens.</p> <p>b. Count backwards from 30 by ones.</p> <p>K.CC.2 Count forward beginning from a given number with the known sequence within 100 (instead of having to begin at 1).</p> <p>K.CC.3 Represent numbers.</p> <p>a. Write numbers from 0-20.</p> <p>b. Represent a number of objects</p> | <p>I can recognize, write, and count numbers 0-10.</p> <p>I can count backwards from 10-0.</p> <p>I can count forward 0-10.</p> <p>I can represent numbers 0-10 with a written number.</p> | <p>Count, sets, five, six, seven, eight, nine, ten, order, ten frame, before, after</p> | <p>Number Talks</p> <p>Ten Frames</p> <p>Dot Cards</p> <p>Number Books</p> <p>Number Formation Posters</p> <p>Number Line</p> <p>Connecting Cube</p> <p>Count and Match</p> | <p>Books:</p> <p><u>Ten in a Bed</u> By Jane Cabrera</p> <p><u>Ten Black Dots</u> By Donald Crews</p> <p><u>Counting Crocodiles</u> By Judy Sierra</p> <p><u>How Do Dinosaurs Count to Ten?</u> By Jane Yolen</p> <p><u>123 Peas</u> By Keith Baker</p> <p><u>Chicka Chicka 123</u> by Bill Martin, Jr.</p> <p>Songs:</p> <p>“Funky Count to 10”</p> |

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| | <p>with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none">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 regardless of their arrangement or the in which they were counted. | <p>I can count objects 0-10, saying numbers in order.</p> | | | <p>song By The Singing Walrus "I Can Count to 10" By Jack Hartmann "Counting to Ten" By Storybots</p> |
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| | <p>K.CC.5 Given a number from 1-20, count out that many objects.</p> <p>a. Count to answer “how many?” questions with as many as 20 things arranged in a line, a rectangular array, or a circle.</p> <p>b. Count to answer “how many?” questions with as many as 10 things in a scattered configuration.</p> <p>K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings and record the answer with a drawing or equation.</p> <p>MP.2, MP.7, MP.8</p> | <p>I can count objects 0-10.</p> <p>I can make 10 by adding a number to any number from 1-9.</p> | | | |
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HOT questions: William has 6 counters. He has two more red counters than yellow counters. How many red counters does William have?
Kathleen has four cubes. How many more does she need to make six?

Lucy has 4 counters. She wants to have 8 counters. How many more counters does Lucy need?

Counting and Cardinality: Compare Numbers (0-10)

| Days: | KAS: | Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| <p>41-50</p> | <p>K.CC.6 Identify whether the number of objects in one group is greater than, less than, and equal to the number objects in another group.</p> <p>K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</p> <p>Continue to review standards: K.CC.1 K.CC.2 K.CC.3 K.CC.4 K.CC.5</p> <p>MP.1, MP.2, MP.3, MP.6</p> | <p>I can count to compare sets of objects 0-10.</p> <p>I can compare two numbers between 0 and 10.</p> | <p>Match, pairs, compare, greater, less</p> | <p>Number Talks</p> <p>Roll Dice and Compare</p> <p>Partner Games for Comparing Sets</p> <p>Count, Match, and Compare</p> <p>Ten Frames</p> | <p>Books: <u>More or Less</u> By Stuart J. Murphy <u>Seaweed Soup</u> By Stuart J. Murphy <u>Click Clack Splish</u> <u>Splash: A Counting Adventure</u> By Doreen Cronin</p> <p>Songs: “Mr Alligator Can Chomp” By Jack Hartmann “One Less Number” By Jack Hartmann</p> |

HOT questions: Ten children are playing. How can they make 2 teams with the same number of players?
How many marbles do I have if I have five in one hand and I have the same number in the other hand?
Carla makes a cube train of 10 cubes. She uses 4 red cubes and the rest of the cubes are blue. How many cubes are blue?

Measurement and Data: Describe and compare measurable attributes

| Days: | KAS: | Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| <p>51-70</p> | <p>K.MD.1 Describe measurable attributes (length, height, weight, width, depth) of an object or a set of objects using appropriate vocabulary.</p> <p>K.MD.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.</p> <p>Continue to review standards: K.CC.1 K.CC.2 K.CC.3 K.CC.4 K.CC.5 K.CC.6</p> <p>MP.2, MP.6</p> | <p>I can describe several measurable attributes of a single object.</p> <p>I can compare two or more objects to see which object has “more of/ “less of” and describe the difference.</p> | <p>Longer, same, length, shorter, same height, taller, heavier, lighter, same weight, same as, equal to longest, shortest, heaviest, lightest, capacity</p> | <p>Math Talks</p> <p>Nonstandard Units</p> <p>Measure the Room with cubes</p> <p>Order to compare length, height</p> | <p>Books: <u>Super Sand Castle Saturday</u> By Stuart J. Murphy <u>Inch By Inch</u> By Leo Lionni <u>Room For Ripley</u> By Stuart J. Murphy <u>Length</u> By Henry Pluckrose Song: “Capacity Song” By Numberock</p> |

HOT questions: Make a cube train to compare. How could you make a cube train that is shorter? How could you

make one that is longer?

What are two ways you can measure a horse and a turtle?

Counting and Cardinality (0-20): Know the number names, count sequence, and count to tell the number of objects

| Days: | KAS: | Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| 71-90 | <p>K.CC.1 Count (11-19)</p> <ul style="list-style-type: none"> a. Count to 100 by ones and tens. b. Count backwards from 30 by ones. <p>K.CC.2 Count forward beginning from a given number with the known sequence within 100 (instead of having to begin at 1).</p> <p>K.CC.3 Represent numbers.</p> <ul style="list-style-type: none"> a. Write numbers from 0-20. b. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). | <p>I can count 11-19 by ones.</p> <p>I can count backwards from 20-0.</p> <p>I can count forward to 20.</p> <p>I write 1-20.</p> <p>I can represent 11-19 objects with number names and written numerals.</p> | <p>Count, compare, more, less, tens, ones, digit, ten frame</p> | <p>Number Talks</p> <p>Count and Match</p> <p>Counting Exercises and Songs</p> <p>Calendar</p> <p>Spin and Cover games</p> <p>Ten Frame</p> | <p>Books:</p> <p><u>Roar! A Noisy Counting Book</u> By Pamela Duncan Edwards</p> <p><u>How Many Bugs in a Box</u> By David A. Carter</p> <p><u>Anno's Counting Book</u> By Mitsumasa Anno</p> <p>Songs:</p> <p>"Numbers in the Teens Have a Group of 10" By Harry Kindergarten Music</p> <p>"Numbers in the Teens They Start with a 1" By Harry Kindergarten Music</p> |

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| | <p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ul style="list-style-type: none">c. 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.d. 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 in which they were counted. <p>K.CC.5 Given a number from 1-20, count out that many objects.</p> <ul style="list-style-type: none">c. Count to answer “how many?” | <p>I can count sets of objects to 20.</p> <p>I can show objects to represent any number 11-20.</p> | | | |
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| | <p>questions with as many as 20 things arranged in a line, a rectangular array, or a circle.</p> <p>d. Count to answer “how many?” questions with as many as 10 things in a scattered configuration.</p> <p>K.NBT. 1 Compose and decompose numbers from 11 to 19 using quantities (numbers with units) of ten ones and some further ones. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>MP.2, MP.3, MP.4, MP.7, MP.8</p> | <p>I can use objects to decompose the numbers 11 to 19 into tens and ones.</p> | | | |
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HOT questions: How do you show numbers 11-19 using a ten frame and counters? How do you model 15 using a ten frame and counters and how do you know it is 15 without counting every counter?
How do you find a number that is 5 more than 14?

Kevin has 3 rows of 4 seashells. What strategy can you use to count them if you can't see them?

Geometry: Identify and create shapes/analyze, compare, create, and compose shapes

| Days: | KAS: | Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| 91-100 | <p>K.G.1 Name and describe shapes in the environment.</p> <p>a. Describe objects in the environment using names of shapes.</p> <p>b. Describe the relative positions of these objects using terms above, below, in front of, behind, and next to.</p> <p>K.G.2 Correctly name shapes regardless of orientations or overall size.</p> <p>K.G.3 Identify shapes as two-dimensional and three-dimensional.</p> <p>K.G.4 Describe the similarities, differences and attributes of two and three dimensional shapes using different</p> | <p>I can name shapes in the environment including circles, squares, triangles, rectangles, and hexagons.</p> <p>I can describe the positions of objects.</p> <p>I can name shapes regardless of orientation or shape.</p> <p>I can identify a shape as 2D or 3D.</p> <p>I can describe the attributes of circles, squares, triangles, rectangles, and hexagons along with cubes, cones, cylinders, and spheres</p> | <p>Triangle, square, hexagon, rectangle, cube, cone, cylinder, sphere, corners, vertex, vertices, face, curve, sides</p> | <p>Math Talks</p> <p>Shape Hunt</p> <p>Shape sorts</p> <p>Solid Shape Blocks</p> | <p>Books:</p> <p><u>Mouse Shapes</u> By Ellen Stoll Walsh</p> <p><u>The Shape of Things</u> By Dayle Ann Dodds</p> <p><u>Shapes That Roll</u> By Karen Sagal</p> <p><u>Tangled: A Story About Shapes</u> By Anne Miranda</p> <p><u>Round is a Tortilla</u> By Roseanne Thong</p> <p><u>When a Line Bends...a Shape Begins</u> By Rhonda Gowler Greene</p> <p>Songs:</p> <p>"Name the Shape Game" By Jack Hartmann</p> <p>"3D Shapes That I Know" By Jack Hartmann</p> |

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| | <p>sizes and orientations.</p> <p>K.G.5 Model shapes in the world by building figures from components and drawing</p> <p>K.G.6 Compose simple shapes to form larger shapes.</p> <p>MP.1, MP.3, MP.5, MP.7</p> | <p>I can create a model of a shape.</p> <p>I can compose simple shapes to form larger ones.</p> | | | <p>“Learn Shapes with Blippi” By Blippi “Shape Songs” By Storybots “3D Shapes Song” By The Singing Walrus “The Hexagon Song” By Heidi Songs</p> |
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HOT questions: How can you create a house using 5 different shapes?
How can you describe the difference between flat and solid shapes?
Describe a shape you can create with two smaller shapes.

Counting and Cardinality (0-100): Know the number names, count sequence, and count to tell the number of objects

| Days: | KAS: | Skills/Targets: | Vocabulary: | Strategies: | Resources: |
|--------------|--|--|-----------------------------------|---|---|
| 101-110 | <p>K.CC.1 Count (1-100)</p> <p>a. Count to 100 by ones and tens.</p> <p>b. Count backwards from 30 by ones.</p> <p>K.CC.2 Count forward beginning from a given number with the known sequence within 100</p> | <p>I can count forward to 100 by ones and tens.</p> <p>I can count backwards from 30 by ones.</p> <p>I can count forward to 100 beginning with any number.</p> | One hundred, tens, skip counting, | <p>100 Chart Games</p> <p>Count and Match</p> <p>Counting Exercises and Songs</p> | <p>Books:</p> <p><u>One Hundred Hungry Ants</u> By Elinor Pinczes</p> <p><u>Cheerios Count to 100</u> By Justine Korman</p> <p>Fontes</p> <p><u>Kindergarten Count to 100</u> By Jacqueline</p> |

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| | <p>said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the in which they were counted.</p> <p>K.NBT. 1 Compose and decompose numbers from 11 to 19 using quantities (numbers with units) of ten ones and some further ones. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>MP. 1, MP.2, MP.3, MP.6, MP.7, MP.8</p> | <p>I can compose and decompose numbers using tens and ones.</p> | | | |
| <p>HOT questions: Count to 23, what number do you land on if you count up 5 more tens and 3 ones? Describe the strategies you can use. How can you find a number with 2 digits including 2 tens and 5 ones?</p> | | | | | |

Operations and Algebraic Thinking: Understand addition as putting together and adding to

| Days: | KAS: | Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| 111-130 | <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.2 Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawing to represent the problem.</p> <p>K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings and record the answer with a drawing or equation.</p> <p>K.OA.5 Fluently add and subtract within 5.</p> | <p>I can add with objects, fingers, mental images, drawings, sounds, actions, words, expressions, or equations.</p> <p>I can use objects or drawings to represent addition problems</p> <p>I can make 10 from numbers 1-9, using objects or drawings and record the equation.</p> <p>I can add within 5.</p> | <p>Combine, add, compare, more, less, fewer, plus, equal, pair</p> | <p>Number Talks</p> <p>Spill, Add, and Record Games</p> <p>Domino Adding</p> <p>Two-Color Cube trains</p> <p>Ten Frames</p> <p>Manipulatives and Work Mats</p> | <p>Books:</p> <p><u>Mission Addition</u> By Loreen Leedy</p> <p><u>Quack and Count</u> By Keith Baker</p> <p><u>Domino Addition</u> By Lynette Long</p> <p><u>If You Were a Plus Sign</u> By Trisha Speed Shaskan</p> <p>Songs:</p> <p>“When You Add with a Pirate” By Harry Kindergarten Music</p> <p>“Add ‘Em Up” By Harry Kindergarten Music</p> <p>“Addition Pokey” By Dr. Jean</p> |

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| | MP.2, MP.4, MP.5, MP.7, MP.8 | . | | | |
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HOT questions: Two children are sitting on a rug. One more child joins them. How many children are sitting on the rug now? How can you solve this problem? How can you show this?

Ten children are on the bus. Seven of the children are girls. How many of the children are boys?

What addition sentence could you write to match this picture? How can you use the same numbers from a number pair to find a second number pair for the same total?

Operations and Algebraic Thinking: Understand subtraction as taking apart and taking from

| Days: | KAS: | Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| 131-140 | <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.2 Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawing to represent the problem.</p> <p>K.OA.3 Decompose numbers less than or</p> | <p>I can subtract with objects, fingers, mental images, drawings, sounds, actions, words, expressions, or equations.</p> <p>I can solve subtraction word problems within 10 by using objects or drawings.</p> <p>I can decompose numbers into two groups within 10.</p> | Difference, left, minus, more, less, fewer, equal | <p>Number Talks</p> <p>Number Lines</p> <p>Counting Back</p> <p>Playdoh Smash</p> <p>Manipulatives and Work Mats</p> | <p><u>Pete the Cat and the Missing Cupcakes</u> By James Dean</p> <p><u>Five Little Monkeys</u> By Eileen Christelow</p> <p><u>Five Little Ducks</u> By Pamela Paparone</p> <p><u>If You Were A Minus Sign</u> By Trisha Speed Shaskan</p> <p><u>Turtle Splash: Countdown at the Pond</u> By Cathryn Falwell</p> <p>Songs: "If You Subtract with a</p> |

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| | <p>equal to 10.</p> <p>a. Decompose numbers into two groups in more than one way by using objects or drawings and record each decomposition by a drawing or equation.</p> <p>b. Use objects or drawings to demonstrate equality as the balancing of quantities.</p> <p>K.OA.5 Fluently add and subtract within 5.</p> <p>MP.2, MP.4, MP.5, MP.7, MP.8</p> | <p>I can use objects or drawings to show the balancing of qualities.</p> <p>I can subtract within 10.</p> | | | <p>Pirate” By Harry Kindergarten Music “Subtraction Action” By Jack Hartmann</p> |
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HOT questions: Five children are building at the block center. One girl leaves. How many children are left? How could you show this word problem?
Kaleb had some cubes. He gave two of them away. Now he has three cubes. How many did he start with?

Measurement and Data: Classify objects and count the number of objects in each category (graphs)

| Days: | KAS: | Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| 141-150 | K.MD.3 Classify and sort objects or people by attributes. Limit objects or people in each category to be less than or equal to | <p>I can make a graph to count objects that have been classified into categories.</p> <p>I can read a graph to count</p> | Sort, graph, data, tally, pattern, same, more, less, alike | Math Talks Daily Graph Classroom | <u>Lemonade for Sale</u> By Stuart J. Murphy <u>Tally O'Malley</u> By Stuart J, Murphy |

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| 10. MP.3, MP.6 | objects that have been classified into categories. | | | Survey (students record tally marks) People Graph (tape on floor-boys/girls , hair color, etc.) | <u>The Great Graph Contest</u> By Loreen Leedy |
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HOT questions: Analyze a class graph of boys and girls. How many boys are in the class? How many girls are in the class? Which group has more? How many more boys (or girls) are there than boys (or girls)? How many more boys (or girls) would the class need to have for there to be 5 more than the other group?

Measurement and Data: Identify coins by name

| Days: | KAS: | Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| 151-172 | K.MD. 4 Recognize and identify coins by name (penny, nickell, dime, and quarter). MP.6 | I can identify coins by their name. | Penny, nickel, dime, quarter | Sort for coins Make and color paper replica of each coin Classroom Store Making patterns with coins | <u>The Penny Pot</u> By Stuart J. Murphy <u>Bunny Money</u> By Rosemary Wells <u>Benny's Pennies</u> By Pat Brisson Songs: "The Money Song" By Jack Hartmann "Coins" By Numberock "Money Songs" By Dr. |

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HOT questions: You want to buy a piece of candy that costs 5 cents. Describe the different ways you can buy the piece of candy.

You have 10 coins in your pocket. Describe how you would sort the coins.