

Kindergarten

WCSD Curriculum Guides Elementary Mathematics



Washoe County School District
Every Child, By Name And Face, To GraduationSM

About this guide:

Curriculum is one component of a larger mathematics instructional program in Washoe County School District (WCSD) for Kindergarten through 5th grade students. The purpose of curriculum guides are to bridge the district’s K-5 Philosophy of Mathematics Education with the Nevada Academic Content Standards (NVACS) through a connection of the Curriculum Pacing Frameworks, instructional materials (*Bridges in Mathematics* or *enVisionmath2.0*), research based instructional practices and clarification of the standards when necessary. The following describes a course of study for the specified grade for one year. **ALL** students must receive quality instruction in **ALL** grade level standards in one instructional year.

This guide is designed to be **used with the instructional materials** during planning. *This guide is not meant to supplant any portion of the instructional materials.* Teachers will continue to read through Units/Topics during instructional planning.

Guide language:

Throughout the guide the following language is used to describe the level of understanding expected at the lesson level. This language is found in the lesson-by-lesson section in the column labeled “Big Idea Mathematical Development”.

Beginning: Indicates students initial explorations with the mathematical idea(s) explored in the lesson. *Instruction continues to the next lesson.*

Developing: Students have worked with the mathematical ideas in previous grades or previously during the year. The focus of the lesson is to connect and build student understanding. Teachers provide intensified support to students who may exhibit misconceptions, partial understanding, no or limited understanding. *Instruction continues to the next lesson.*

Secure: Indicates that students have worked previously with these ideas and are expected to be at a level of secure understanding. Students with secure understanding are able to make connections and use the mathematics in a variety of situations; yet may still struggle expanding the understanding to non-routine situations. Students who are secure may still make mistakes at times; yet these students demonstrate that they have mathematical understanding with limited if any misconceptions. Students not secure in the understanding by the end of that Unit/Topic might benefit from small group intensification on these ideas. Teachers may choose to use an **A/D/E** (**A**ssessment, **D**ifferentiation or **E**xtension) day to provide additional instructional opportunity; yet should be cautious to not spend too long exploring these ideas to ensure students have ample opportunity for instruction to ALL of the Nevada Academic Content Standards (NVACS) for mathematics.

This lesson indicates a level of secure understanding.



NVACS (Content and Practices)	Big Idea Mathematical Development	Instructional Clarifications & Considerations
Lesson 2-1: Even and Odd Numbers		
2.OA.C.3 2.OA.B.2	Access Prior Learning: In first grade, students had the opportunity to work with the classification of even and odd numbers.	Students continue to build fluency with addition and subtraction facts within 20 as they construct the big idea of equivalence and the understanding that even numbers can be represented with doubles facts.
MP.4 MP.5 MP.7	Securing the Big Idea: In this lesson, students are securing understanding that numbers can be classified as even or odd by showing numbers as two equal parts.	Topic Opener: Consider limiting the Topic Opener to discussion of the Topic Essential Question (TE p.77), Review What You Know (TE p. 78-80) and the Topic 2 Vocabulary Words Activity with the words even and odd. Introduce remaining vocabulary words as they appear in the lessons. Post the question and student strategies on your math focus wall. Visual Learning: Have students make cube towers to increase understanding and engagement. Although the Visual Learning discusses the pattern in the ones digits for even and odd numbers, focus the conversation on defining even numbers as numbers that can be broken into two equal

Curriculum Development Team 2017/2018: Dawna Ogden (Lead), Stephanie Vega, Susan Skinner, Krista Heard

Curriculum Review Teams 2018/2019: Kristine Foster, Krista Heard, Julie Horn, Michelle Lynch, Dawna Ogden, Susan Skinner, JoAnn Spidah, Stephanie Vega

Curriculum Review Teams 2019/2020: Kacey Edgington, Dawna Ogden, Christin O’Keefe, Denise Trakas

Note:

Please e-mail Denise Trakas (dtrakas@washoeschools.net) with any questions, concerns or potential correction suggestions.