

📘 TEACHER GUIDE — WEEK 1

Unit 1: Numberhood — Noticing Our Neighborhood

🔶 Teacher Guide Begins Here

📘 Standards Alignment

Numberhood — Kindergarten, Unit 1 (Week 1)

⭐ Common Core State Standards (CCSS) — Mathematics

Counting & Cardinality (K.CC)

K.CC.A.1
Count to 100 by ones and by tens.

Addressed through repeated daily counting, noticing quantities, and oral counting experiences.

K.CC.A.2
Count forward beginning from a given number within the known sequence.

Supported through counting objects in pictures and continuing counts.

K.CC.B.4
Understand the relationship between numbers and quantities; connect counting to cardinality.

Students count objects in real contexts (bakery items, playground equipment, neighborhood features).

K.CC.B.5
Count to answer "how many?" questions about as many as 20 things.

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Students count shapes, tools, playground items, and community objects.

Geometry (K.G)

K.G.A.1
Describe objects in the environment using names of shapes.

Students identify circles, triangles, rectangles, and squares in community spaces.

K.G.A.2
Correctly name shapes regardless of orientation or size.

Shapes appear in multiple contexts (food, buildings, tools).

K.G.B.4
Analyze and compare two- and three-dimensional shapes.

Students compare objects using same/different, size, shape, and attributes.

Measurement & Data (K.MD)

K.MD.B.3
Classify objects into given categories and count the numbers in each category.

Students sort and compare items in real-world settings.

Mathematical Practices (K.MP)

These practices are embedded throughout the unit:

- MP1 – Make sense of problems and persevere
- MP2 – Reason abstractly and quantitatively
- MP4 – Model with mathematics (drawing, circling, counting)

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- MP6 – Attend to precision (careful noticing and describing)

🟦 Maryland College and Career Readiness Standards (MCCRS)

Maryland has adopted the Common Core State Standards for Mathematics, so the MCCRS align directly with the CCSS listed above.

Key MCCRS Focus Areas Addressed:

- Counting and quantity recognition
- Shape identification in real-world contexts
- Comparing objects using attributes
- Mathematical language development
- Early math reasoning through discussion and representation

🌱 Social-Emotional Learning (SEL) Connections

(Aligned with Maryland SEL Framework)

While not a formal math standard, Week 1 intentionally supports:

- Self-awareness (noticing and describing)
- Social awareness (community spaces, kindness)
- Relationship skills (discussion, shared noticing)
- Responsible decision-making (kindness in shared spaces)

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🌟 WEEK 1 OVERVIEW — Noticing Our Neighborhood

In Week 1, students become "Numberhood Noticers," using their eyes and words to explore a familiar community setting. Students learn to notice details, identify simple shapes, compare objects, and connect math to their daily lives.
This week builds math identity, classroom community, and joyful engagement.

🎯 WEEKLY OBJECTIVES

Students will:

- Notice and describe objects in their environment.
- Identify shapes (circle, square, rectangle, triangle) in real contexts.
- Compare objects using attributes (same/different, size, shape, color).
- Describe community places (bakery, pizzeria, barbershop, library).
- Use drawings and simple sentences to communicate math thinking.
- Demonstrate kindness and curiosity in shared spaces.

🔑 KEY VOCABULARY

- notice
- describe
- same / different
- shape
- circle
- square
- rectangle
- triangle
- count

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- observe
- community

SEL Vocabulary:

- kindness
- share
- help
- listen

📦 **MATERIALS NEEDED**

- Week 1 student packets
- Pencils and crayons
- Clipboards (optional)
- Chart paper for "What We Notice" lists
- Enlarged version of the Numberhood neighborhood picture (optional)

🗓️ **DAILY LESSON GUIDANCE**

🗓️ **DAY 1 — What Do You See in Numberhood?**

Objective: Students observe and describe objects in a neighborhood setting.

Teacher Introduction:

"Today we explore Numberhood with Jamir and JayLisa! Your job is to LOOK closely and NOTICE what your eyes see. There are no wrong answers—your eyes are your math tool."

Math Talk Questions:

- What do you notice?

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- What else do you see?
- What looks interesting to you?
- How would you describe it?

Differentiation:

Support: Students may point instead of naming.
Extend: Ask about colors, shapes, and how objects are positioned ("next to," "above").

🗓️ DAY 2 — Shapes in the Bakery

Objective: Students identify and describe shapes in real-world objects.

Teacher Introduction:

"Brenda's Bakery is full of delicious shapes! Today we look for circles, triangles, and other shapes hiding in the treats."

Math Talk Questions:

- Where do you see circles?
- Which treats look like triangles?
- What shapes can we find in the bakery?

Differentiation:

Support: Give shape cut-outs or visual shape cards.
Extend: Compare amounts: Which shape do we see more of?

🗓️ DAY 2 (Part 2) — Shapes in the Pizzeria

Objective: Identify shapes and count objects.

Teacher Introduction:

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“Tony’s Pizzeria has shapes everywhere! Today we notice circles, triangles, rectangles—and count what we see.”

Math Talk Questions:

- What shapes do you see first?
- How many triangles can you find?
- What shape is the whole pizza?

Differentiation:

Support: Students identify one shape type only.
Extend: Create a tally chart of shapes.

🗓️ DAY 3 — Comparing in Numberhood

Part 1: Comparing Rowhouses

Objective: Compare two objects using same/different.

Teacher Introduction:

“Let’s look at two rowhouses. What is the same about them? What is different?”

Math Talk Questions:

- What do both houses have?
- How are the doors different?
- Which house has more windows?

Part 2: Comparing Barbershop Tools

Objective: Compare objects using attributes.

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- Do the slides look the **same** or **different**?
- What else on the playground could we compare (balls, flowers, equipment)?

Differentiation:

Support: Provide comparison sentence frames, such as:
– "This one has more _____."
– "This one has fewer _____."
– "Both have the same number of _____."

Extend: Invite students to create their own playground drawing that shows:
– one thing with **more**,
– one thing with **less**, and
– one pair that is the **same**.

🗓️ **DAY 5 — Noticing New Things + Kindness Corner Library**

Objective: Reflect on new observations and build SEL connections.

Teacher Introduction:

"Today we look again at Numberhood. You might notice something NEW!
We'll also think about how to show kindness at the Kindness Corner Library."

Math Talk Questions:

- What new thing do you notice today?
- What new shapes or numbers do you notice today?
- What did you learn from exploring the neighborhood?

SEL Discussion:

- How can we show kindness in shared spaces?

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- How do we help others in the library?
- Why is listening important?

Differentiation:

Support: Provide picture choices for "I notice..."
Extend: Students design a new building or detail for Numberhood.

🌈 **CLOSING REFLECTION**

- "What is your favorite place in Numberhood?"
- "Where do you see math in your own neighborhood?"
- "How did you show kindness this week?"

Congratulations on completing Week 1: Welcome to Numberhood. Continue encouraging students to notice, compare, and talk about the math they see in their world as you move into next week's learning.

Optional:
Award students with the 'Numberhood Explorer' certificate.

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📘 **TEACHER GUIDE — WEEK 7**

Unit 2: Counting Quest: Addition Stories

🔶 **Teacher Guide Begins Here**

📘 **Standards Alignment**

Common Core State Standards – Mathematics (Kindergarten)

K.CC.B.4
Understand the relationship between numbers and quantities; connect counting to cardinality.
(Students count objects and explain how many there are in all.)

K.CC.B.5
Count to answer "how many?" questions about as many as 20 objects arranged in a line, rectangular array, or circle.
(Students count animals in visual addition stories.)

K.OA.A.1
Represent addition as putting together and adding to, and understand addition as a way to find the total number of objects.
(Students experience addition as joining two groups and counting all, without symbols.)

Maryland College and Career Ready Standards (MCCRS)

K.CC.B.4 – K.CC.B.5
Counting and Cardinality

K.OA.A.1
Operations and Algebraic Thinking

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(The MCCRS for Mathematics aligns directly with the Common Core State Standards. All Week 7 activities support these standards through oral storytelling, visual representations, hands-on exploration, and explanation of thinking.)

🌟 WEEK 7 OVERVIEW — Addition Stories: Counting Safari

In Week 7, students are introduced to addition as joining two groups together through oral stories, pictures, and hands-on exploration. Guided by Courtney and Caleb, students listen to addition stories, represent groups in different ways, and explain what happens when groups come together.

Instruction intentionally emphasizes meaning before symbols. Students are not expected to write equations. Instead, they build understanding through counting all, storytelling, and math talk. Student voice and explanation increase across the week, preparing students for symbolic work in Week 8.

🎯 WEEKLY OBJECTIVES

Students will:

- Identify two groups in an addition situation
- Count objects accurately using one-to-one correspondence
- Combine two groups and count all to find how many in all
- Represent addition stories using fingers, drawings, or objects
- Explain mathematical thinking orally
- Build confidence and joy in early addition experiences

🔑 KEY VOCABULARY

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Math Vocabulary

- count
- group
- together
- all
- add
- addition
- how many in all

SEL Vocabulary

- confidence
- curiosity
- listening
- explaining
- teamwork
- joy

📦 **MATERIALS NEEDED**

- Week 7 student pages
- Safari animal images or addition story pictures
- Crayons, markers, or pencils
- Blocks, counters, figurines, or classroom objects
- Blank safari background page (optional; reusable)

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- Week 7 “Addition Star” certificate (optional)

🗓️ DAILY LESSON GUIDANCE

🗓️ DAY 1 — Listen to Addition Stories

Objective:
Students listen to addition stories and count how many are in all.

Teacher Introduction:
“Today we’ll hear addition stories on our safari. Addition stories tell us what happens when groups come together.”

Activity:
The teacher tells an addition story while showing a picture with two groups of animals. Students listen, look carefully, and use fingers or pointing to count. Students share how many there are in all.

Math Talk Questions:

- What groups do you see?
- What happened in the story?
- How many are there in all?

Teacher Note:
On Day 1, the teacher tells the addition story. Students listen and count. The focus is on understanding that groups are joining together.

🗓️ DAY 2 — Listen and Show the Groups

Objective:
Students represent addition stories by showing two groups and counting all.

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Teacher Introduction:
“Today, we’ll listen to addition stories and show the groups in our own way.”

Activity:
The teacher tells an addition story. Students draw dots or lines to show Group 1 and Group 2, then count all and say how many there are in all.

Teacher Note:
Students may also represent addition stories using blocks, counters, or other classroom objects instead of (or in addition to) drawing. Students may point to or touch each group while counting. All representations are valid.

🗓️ DAY 3 — Tell the Addition Story

Objective:
Students tell addition stories and explain what happened.

Teacher Introduction:
“Today, you will tell the addition story.”

Activity:
The teacher displays an addition picture but does not tell the story. Students describe what they see, identify the two groups, explain what happened, and count all to find how many there are in all. Students explain how they know.

Teacher Note:
On Day 3, students tell the addition story themselves. Unlike Day 1, the teacher does not tell the story. The focus is on student explanation and reasoning.

🗓️ DAY 4 — Show Your Addition Story

Objective:
Students choose how to represent and explain an addition story.

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Activity:
Students choose a tool or strategy to show an addition story. Students may use blocks, counters, figurines, classroom objects, or draw dots, tallies, or animals on the blank safari background page. Students explain their thinking to the class, a small group, a partner, or the teacher.

Teacher Note:
Day 4 is an addition exploration and explanation day. Drawing is optional. All strategies and representations are valid. The focus is on explaining what happened in the addition story. Day 4 invites students to show and explain addition stories they have already explored earlier in the week.

🗓️ DAY 5 — Addition Centers

Objective:
Students explore and practice addition through centers.

Activity Options:

- Build an addition story with manipulatives
- Draw an addition story (optional)
- Act out an addition story
- Tell an addition story orally

Teacher Note:
Day 5 is an addition centers and exploration day. The blank safari background page from Day 4 may be reused as an optional recording space. The focus remains on hands-on exploration, math talk, and observation rather than worksheet completion.

🌈 CLOSING REFLECTION

Invite students to reflect:

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📘 TEACHER GUIDE — WEEK 27

Unit 7: Petals, Paths, and Patterns
The Enchanted Blossoms Garden: Exploring and Creating Patterns

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🔶 Teacher Guide Begins Here

📘 Standards Alignment

Petals, Paths, and Patterns — Kindergarten, Unit 7 (Week 27)

⭐ Common Core State Standards (CCSS) — Mathematics

Operations & Algebraic Thinking (K.OA)

K.OA.A.1
Represent addition and subtraction with objects, fingers, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

Students represent and extend patterns using objects, drawings, and discussion.

Geometry (K.G)

K.G.B.4
Analyze and compare two- and three-dimensional shapes.

Students compare shapes, colors, and objects while noticing how patterns repeat.

Counting & Cardinality (K.CC)

SAMPLE

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K.CC.B.4
Understand the relationship between numbers and quantities.

Students count elements within patterns while identifying repeating units.

Mathematical Practices (K.MP)

These practices are embedded throughout the week:

- MP1 – Make sense of problems and persevere in solving them
- MP2 – Reason abstractly and quantitatively
- MP4 – Model with mathematics
- MP7 – Look for and make use of structure

Students notice repeating structures within patterns and explain how patterns grow or continue.

🟦 **Maryland College and Career Readiness Standards (MCCRS)**

Maryland has adopted the Common Core State Standards for Mathematics, so the MCCRS align directly with the CCSS listed above.

Key MCCRS Focus Areas Addressed

- Recognizing and describing repeating patterns
- Extending patterns using objects and drawings
- Creating original patterns
- Explaining mathematical thinking through discussion

🌱 **Social-Emotional Learning (SEL) Connections**

While Week 27 focuses primarily on mathematical thinking, the learning experiences support:

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- Curiosity and observation
- Confidence in sharing ideas
- Listening to the thinking of others

Students are encouraged to notice patterns in their environment and share their discoveries with classmates.

Student-friendly language:

- "I notice something repeating."
- "I see a pattern."
- "I can make my own pattern."

🌸 WEEK 27 OVERVIEW

Welcome to the Enchanted Blossoms Garden

In Week 27, students enter the beautiful world of the Enchanted Blossoms Garden, where flowers, garden paths, and colorful arrangements create patterns everywhere they look.

Students begin by noticing patterns in the garden environment, such as repeating flowers, stepping stones along a path, and rows of colorful plants. Through observation and discussion, students identify what makes a pattern repeat.

As the week progresses, students explore how patterns can be extended and created using objects, colors, shapes, and drawings. They practice describing patterns aloud and explaining what comes next.

Through hands-on exploration, visual noticing, and joyful math talk, students begin developing an early understanding of mathematical structure and repetition.

🔑 KEY VOCABULARY

Math Vocabulary

SAMPLE

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- pattern
- repeat
- next
- same
- different
- extend

Descriptive Vocabulary

- row
- order
- sequence

📦 MATERIALS NEEDED

- Week 27 student packets
- Pattern blocks or counters
- Flower pattern cut-outs (tulips, sunflowers, blossoms, leaves)
- Crayons and pencils
- Chart paper for pattern discussions

Optional:

- Classroom objects for building patterns
- Garden-themed manipulatives

🎯 WEEKLY OBJECTIVES

Students will:

- Notice repeating patterns in pictures and objects
- Describe patterns using words and observations
- Extend simple patterns by determining what comes next

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• Create their own patterns using objects or drawings
• Explain their thinking through math talk

🗓️ DAY 3 — Extend the Garden Patterns

Objective

Students identify the repeating unit in a pattern and determine what comes next.

Students extend simple patterns using flowers, shapes, or colors.

Teacher Introduction

“Today we are going to look closely at the patterns in the Enchanted Blossoms Garden.”

“Sometimes patterns repeat in a special order. Our job is to figure out what comes next.”

Teacher Guidance

Invite students to carefully observe the pattern shown on the page.

Ask students to describe what they notice before identifying the pattern.

Example prompts:

• “What do you notice repeating?”
• “What comes after the last flower?”
• “How do you know?”

Encourage students to say the pattern aloud before extending it.

For example:

“Red flower, yellow flower, red flower, yellow flower…”

Students may use drawing, circling, or pointing to show what comes next.

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Emphasize that explaining the pattern is more important than marking the page.

Math Talk Questions

- What is repeating in this pattern?
- How do you know what comes next?
- Could the pattern continue again?

Differentiation

Support

Students may point to the repeating part of the pattern before extending it.

Extend

Students create their own garden pattern using colors or shapes.

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