

Mathematics Core Units

Course Title: Math Unit 1

Unit Title: 2D Geometric Shapes

Length of Unit: 5 Weeks

Grade Level: Kindergarten

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<p style="text-align: center;">COMMON CORE STANDARDS COVERED Major topics included in this unit</p>	<p style="text-align: center;">UNIT BENCHMARKS (I CAN STATEMENTS) What do you want students to know, do, and be like?</p>	<p style="text-align: center;">Key Vocabulary</p>	<p style="text-align: center;">SUGGESTED ASSESSMENTS How will you know if benchmarks have been achieved?</p>	<p style="text-align: center;">POSSIBLE RESOURCES What possible instructional resources could be used?</p>
<p>K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative position of the objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>K.G.A.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.A.3 Identify Shapes as two dimensional (lying in a plane, "flat") or three-dimensional ("solid"). (*3 dimensional will be geometry part 2.)</p> <p>Analyze, compare, create, and compose shapes</p> <p>K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other</p>	<p>I can find and name shapes in my environment. I can name shapes. I can name shapes that are different sizes I can identify 2 dimensional shapes. I can describe a shape by telling things like the number of sides and corners. I can identify shapes in the real world. I can make shapes. I can draw shapes. I can put shapes together to make new shapes. I can name the new shapes I made.</p>	<p>Circle above Square behind Triangle below Oval beside Rhombus in front of Rectangle next to Hexagon inside 2 dimensional</p>	<p>Formative Assessment Summative Assessment Teacher Observation Shape Project</p>	<p>McGraw-Hill (Everyday Math) Math Shape Books:</p> <ol style="list-style-type: none"> 1. <u>The Greedy Triangle</u> by Marilyn Burns 2. Skippyjon Jones Shape Up 3. Learn About Shapes 4. Round Like Circles 5. So Many Triangles 6. Squares Are Everywhere <p>Centers Shape Buttons (read and color little book) Shape Posters Play Doh Shapes Shapes in sand Shapes in shaving cream Shape Monster, Shape Monster (read and color little book) Make shapes with pretzel sticks Make shapes with popsicle sticks</p>

attributes (e.g., having sides of equal length). Only 2 dimensional shapes for unit 1.

K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G.B.6 Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

Counting & Cardinality (To be assessed throughout the year)

Know number names and the count sequence

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

K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1)

Count to Tell the Number of Objects

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

K.CC.B.4a 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

or the order in which they were counted.

K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.

K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. (TO 10 Right now)

Compare Numbers

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

Counting & Cardinality (To be assessed throughout the year)

Know number names and the count sequence

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

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

(instead of having to begin at 1)

Count to Tell the Number of

Objects

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

K.CC.B.4a 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.

given categories; count the number of objects in each category and sort the categories by count.

**Counting & Cardinality
(To be assessed throughout the year)**

Know number names and the count sequence

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

K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1)

Count to Tell the Number of Objects

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

K.CC.B.4a 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.

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Mathematics Core Units

Course Title: Math Unit 4

Unit Title: Counting & Cardinality (11-20) Part 2

Length of Unit: 6 Weeks

Grade Level: Kindergarten

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<p>Common Core State Standards Know number names and the count sequence. K.CC.A.1 Count to 100 by ones and by tens. (Count to 60 right now) K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at one). K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. (we are only doing up to 10 right now!!!!) Count to tell the number of Objects K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality K.CC.B.4a When counting objects, say the number names in the standard order, pairing each object with one and only</p>	<p>I can count to 0-60. I can write numbers 0-20. I can show how many objects by writing the number from 0-20. I can match each object with a number when counting. I can tell how many objects are in a group. I can tell the number that is one more. I can count objects to match numbers from 1-20. I can describe "equal to". I can describe "greater than". I can describe "less than". I can identify if a group of objects is greater than, less than or equal to another group. I can tell if a number is greater than, less than, or equal to another number. I can recognize numbers 1-20 I can count by 10's to 100.</p>	<p>Forward teen numbers Backward less than Greater than counting-on Number equal to Bigger smaller Order digit</p>	<p>Formative Assessment Summative Assessment Teacher Observation Number Books</p>	<p>McGraw-Hill (Everyday Math) Math Counting Books: Teachers Pay Teachers You Tube</p>

one number name and each number name with one and only one object.

K.CC.B.4b 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 order in which they were counted.

K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.

K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Compare Numbers

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

Counting & Cardinality (To be assessed throughout the year)

Know number names and the count sequence

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

K.CC.A.2 Count forward beginning

from a given number within the known sequence

(instead of having to begin at 1)

Count to Tell the Number of Objects

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

K.CC.B.4a 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.

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Mathematics Core Units

Course Title: Math Unit 5

Unit Title: GEOMETRY Part 2

Length of Unit: 5 Weeks

Grade Level: Kindergarten

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<p>Identify and describe shapes</p> <p>K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative position of the objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>K.G.A.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.A.3 Identify Shapes as two dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p>Analyze, compare, create, and compose shapes</p> <p>K.G.B.4 Analyze and compare two- and three-</p>	<p>I can find and name shapes in my environment.</p> <p>I can describe the position of objects as above, below, beside, in front of, behind, and next to.</p> <p>I can name shapes.</p> <p>I can name shapes that are different sizes</p> <p>I can identify 3-dimensional shapes.</p> <p>I can compare two and three dimensional shapes and tell how they are the same and different.</p> <p>I can identify shapes in the real world.</p> <p>I can make shapes.</p> <p>I can draw shapes.</p>	<p>3-dimensional above Cylinder next to Cone in front of Sphere below Pyramid beside Rectangular prism Cube</p>	<p>Formative Assessment Summative Assessment Teacher Observation</p>	<p>McGraw-Hill (Everyday Math) Math 3D Shape Books You Tube Teachers Pay Teachers Pinterest</p>

dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

**Counting & Cardinality
(To be assessed throughout the year)
Know number names and the count sequence**

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

Count to Tell the Number of Objects

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

Mathematics Core Units

Course Title: Math Unit 6

Unit Title: Operations & Algebraic Thinking

Length of Unit: 6 Weeks

Grade Level: Kindergarten

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<p>Common Core State Standards Understand addition & understand subtraction</p> <p>K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using</p>	<p>I can show that adding is putting things together. I can show that subtraction is taking apart or taking away. I can identify the symbols for plus, minus, and equals. I can show addition in different ways. I can show subtraction in different ways. I can understand the concept of putting together = add and taking apart = subtract. I can add and subtract numbers within 10. (0-10) I can solve addition and subtraction work problems. I can show numbers to 10 with different groups. I can add two numbers to make 10. I can find a missing number to make 10. I can add numbers up to 5 without help. I can subtract numbers up to 5 without help.</p>	<p>Addition add Subtraction subtract Number Story plus sign All together minus sign Take away number sentence Equal equal sign More Less</p>	<p>Formative Assessment Summative Assessment Teacher Observation</p>	<p>McGraw-Hill (Everyday Math) Math Books on addition and subtraction You Tube Teachers Pay Teachers Pinterest</p>

objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

K.OA.A.5 Fluently add and subtract within 5.

**Counting & Cardinality
(To be assessed throughout the year)
Know number names and the count sequence**

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

Count to Tell the Number of Objects

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

Mathematics Core Units

Course Title: Math Unit 7

Unit Title: Number operations in Base 10

Length of Unit: 3 Weeks

Grade Level: Kindergarten

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<p>K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>Counting & Cardinality Know number names and the count sequence K.CC.A.1 Count to 100 by ones and by tens</p> <p>Count to Tell the Number of Objects K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinal</p>	<p>I can tell how many tens and ones are in a number. I can make a number using a group of tens and ones.</p>	<p>Teen Tens ones</p>	<p>Formative Assessment Summative Assessment Teacher Observation</p>	<p>McGraw-Hill (Everyday Math) You Tube Pinterest Teachers Pay Teachers</p>

