Kindergarten Math Curriculum Unit
Gasconade County R-2 School District

Grade Level: Kindergarten   **Subject: Math**

Month	Mathematics Missouri Learning Standards	Key Mathematics and Academic Vocabulary	MathLinks to New MLS	Essential Questions
August **Unit 1: Lessons 0-2**	**Lesson 0** K.GM.C. 6 Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size. **K.GM.C.7** Describe the relative positions of objects in space. **Lesson 1** K.NS.A.2 Count forward beginning from a given number between 1 and 20 **K.NS.B.5** Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number with one and only one object. **K.NS.B.6** Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their	**Lesson 0** above, beside, below, on, under, triangle, square, rectangle, circle **Lesson 1** count, number, one, two, three **Lesson 2** count, number, one, two, three	Item Specification Reports K-5 Missouri Learning Standards 6-12 Missouri Learning Standards K-6 Math Glossary 7-12 Math Glossary Missouri EOC Math Reference Sheet End of Course Blueprints MAP Grade Level Blueprints	Can I understand that counting tells how many in the whole group? Can I practice one-to-one correspondence in counting? Can I understand the importance of keeping track of number count and objects counted? Can I develop strategies for keeping track of objects counted? Can I understand that the order in which objects are counted does not change the total number of objects? Can I identify groups of 1, 2, or 3? Can I count out 1, 2 or 3? Can I develop instant recognition of groups 1, 2, and 3? Can I recognize and write numbers 1, 2, and 3?

arrangement or the order in which they were counted. **K.NS.B.7** Demonstrate that each successive number name refers to a quantity that is one larger than the previous number. **Lesson 2** **K.NS.A.2** Count forward beginning from a given number between 1 and 20 **K.NS.B.5** Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number with one and only one object. **K.NS.B.6** Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.B.7** Demonstrate that each successive number name refers to a quantity that is one larger than the previous number. **K.NS.B.9** Demonstrate that a number can			

	be used to represent "how many" are in a set.			
September **Unit 1:** **Lessons** **3-6**	**Lesson 3** K.NS.A.2 Count forward beginning from a given number between 1 and 20 **K.NS.B.5** Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number with one and only one object. **K.NS.B.6** Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.B.7** Demonstrate that each successive number name refers to a quantity that is one larger than the previous number. **K.NS.B.9** Demonstrate that a number can be used to represent "how many" are in a set. **Lesson 4** **K.NS.A.2**	**Lesson 3** four, count, number, one, two, three **Lesson 4** five, count, number, one, two, three, **Lesson 5** compare numbers, more, more than, greater, greater than, less, less than, fewer, fewer than, equal, equal to, same as **Lesson 6** zero, equal, equal to, same as		Can I count groups of 4 objects? Can I count out 4 objects? Can I recognize and write the number 4? Can I count groups of 5 objects? Can I count out 5 objects? Can I recognize and write the number 5? Can I identify whether the number of objects (to 5) in one group is more than, less than, or the same as (greater than, less than, or equal to) the number of objects in another group? Can I compare two numbers presented as written numbers between 1 and 5, without objects? Can I find number pairs 3, 4, and 5, using objects and drawings? Can I understand that zero means none? Can I recognize and write the number zero?

| | Count forward beginning from a given number between 1 and 20.

K.NS.B.5
Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number with one and only one object.

K.NS.B.6
Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.

K.NS.B.9
Demonstrate that a number can be used to represent "how many" are in a set.

Lesson 5:
K.NS.B.8
Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns.

K.NS.C.10
Compare two or more sets of objects and identify which set is equal to, more than or less than the other object. | | | |

	K.NS.C.11 Compare two numerals, between 1 and 10, and determine which is more than or less than the other. **Lesson 6** **K.NS.A.4** Read and write numerals and represent a number of objects from 0 to 20. **K.RA.A.3** Decompose numbers less than or equal to 10 in more than one way.			
<u>**October**</u> **Unit 2: Lessons 7-10**	**Lesson 7** **K.NS.A.2** Count forward beginning from a given number between 1 and 20. **K.NS.B.5** Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object. **K.NS.B.6** Demonstrate that the last	**Lesson 7** six, seven, five **Lesson 8** equal, equal to, same as **Lesson 9** eight, nine, six, seven **Lesson 10** equal, equal to, same as		Can I count groups of 6 or 7 objects? Can I distinguish groups of 6 or 7 from each other and from smaller groups? Can I develop familiarity with arrangements of 6, such as 1 and 5 or 3 and 3, and arrangements of 7, such as 5 and 2 or 6 and 1? Can I recognize and write the numbers 6 and 7? Can I show the number pairs for 6 and 7 using objects and drawings? Can I name number pairs for 6 and 7?

number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.B.7** Demonstrate that each successive number name refers to a quantity that is one larger than the previous number. **K.NS.B.9** Demonstrate that a number can be used to represent "how many" are in a set. **Lesson 8** **K.NS.A.4** Read and write numerals and represent a number of objects from 0 to 20. **K.RA.A.3** Decompose numbers less than or equal to 10 in more than one way. **Lesson 9** **K.NS.A.2** Count forward beginning from a given number between 1 and 20. **K.NS.B.5** Say the number names when counting objects, in the standard order, pairing each object with			Can I count groups of 8 or 9 objects? Can I distinguish groups of 8 and 9 from each other and smaller groups? Can I develop familiarity with arrangements of 8, such as 5 and 3, or 7 and 1; and arrangements of 9, such as 5 and 4 or 8 and 1? Can I develop familiarity with 8 and 9 as a little less than 10? Can I recognize and write the numbers 8 and 9? Can I show number pairs for 8 and 9, using objects and drawings? Can I name pairs for 8 and 9?

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

K.NS.B.6
Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.

K.NS.B.7
Demonstrate that each successive number name refers to a quantity that is one larger than the previous number.

K.NS.B.9
Demonstrate that a number can be used to represent "how many" are in a set.

Lesson 10
K.NS.A.4
Read and write numerals and represent a number of objects from 0 to 20.

K.NS.A.3
Count backward from a given number between 10 and 1.

November **Unit 3: Lessons 11-13** **Unit 4: Lessons 14-15**	**Lesson 11** **K.NS.A.2** Count forward beginning from a given number between 1 and 20. **K.NS.B.5** Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object. **K.NS.B.6** Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.B.7** Demonstrate that each successive number name refers to a quantity that is one larger than the previous number. **K.NS.B.9** Demonstrate that a number can be used to represent "how many" are in a set. **Lesson 12** **K.NS.C.10** Compare two or more sets of objects and identify which set is equal to, more than or less than	**Lesson 11** ten, six, seven, eight, nine **Lesson 12** compare numbers, equal, equal to, same as, less, less than, fewer, fewer than, more, more than, greater, greater than, ten **Lesson 13** equal, equal to, same as, ten **Lesson 14** add, plus number sentence, total, equals, equal, equal to, same as **Lesson 15** add, plus, equals, total		Can I count groups of 10 objects? Can I distinguish groups of 10 and smaller groups? Can I develop familiarity with arrangements of 10, such as 5 and 5 or 9 and 1? Can I recognize and write the number 10? Can I identify whether the numbers of objects (to 10) in one group is more than, less than, or the same as (greater than, less than, equal to) the number in another group? Can I compare two written numbers from 1 to 10 without objects? Can I show number pairs for 10, using objects and drawings? Can I name pairs for 10? Can I act out an addition story problem? Can I use pictures to show addition? Can I understand that the term add represents put together or add-to situations? Can I use the plus sign to represent adding two parts? Can I use the equal sign to show quality between two sides of a number sentence? Can I solve addition words problems within 5, using pictures or objects? Can I recognize both put-together and add-to situations as addition problems? Can I find pairs of addends to make a given total?

the other.

K.NS.C.11
Compare two numerals, between 1 and 10, and determine which is more than or less than the other.

Lesson 13
K.NS.A.4
Read and write numerals and represent a number of objects from 0 to 20.

K.RA.A.3
Decompose numbers less than or equal to 10 in more than one way.

K.RA.A.4
Make 10 for any number from 1 to 9.

Lesson 14
K.RA.A.1
Represent addition and subtraction within 10.

Lesson 15
K.RA.A.2
Demonstrate fluency for addition and subtraction within 5.

K.RA.A.1
Represent addition and subtraction within 10.

December **Unit 4:** **Lessons** **16-18**	**Lesson 16-18** **Lesson 16** **K.RA.A.1** Represent addition and subtraction within 10. **Lesson 17** K.NS.A.3 Count backward from a given number between 10 and 1. **K.RA.A.2** Demonstrate fluency for addition and subtraction within 5. **K.RA.A.1** Represent addition and subtraction within 10. **Lesson 18** **K.RA.A.3** Decompose numbers less than or equal to 10 in more than one way. **K.RA.A.4** Make 10 for any number from 1 to 9. K.RA.A.1 Represent addition and subtraction within 10.	**Lesson 16** subtract, minus, equal, equal to, same as **Lesson 17** equal, equal to, same as, subtract, minus (-), number sentence **Lesson 18** total, plus (+), add, equals, number sentence	Can I act out a subtraction story problem? Can I use pictures to show subtraction? Can I understand that the terms subtract and minus represent take- away situations? Can I use the minus sign to represent taking away one part? Can I use the equal sign to show equality between two the two sides of a number sentence? Can I solve take- away subtraction word problems within 5 using pictures or objects? Can I recognize take- away situations as subtraction problems? Can I solve addition word problems with sums from 6 to 10, using pictures or objects? Can I recognize both put- together and add-to situations as addition problems? Can I relate an addition number sentence to an addition problem? Can I add within 10? Can I find pairs of addends to make a given total?

January **Unit 4:** **Lessons** **19-20** **Unit 5:** **Lessons** **21-22**	**Lesson 19-22** **Lesson 19** **K.NS.A.3** Count backward from a given number between 10 and 1. **K.RA.A.3** Decompose numbers less than or equal to 10 in more than one way. **K.RA.A.4** Make 10 for any number from 1 to 9. **K.RA.A.1** Represent addition and subtraction within 10. **Lesson 20** **K.RA.A.1** Represent addition and subtraction within 10. **K.RA.A.2** Demonstrate fluency for addition and subtraction within 5. **K.RA.A.3** Decompose numbers less than or equal to 10 in more than one way.	**Lesson 19** equals (=), subtract (-), minus (-) **Lesson 20** plus (+), addend, minus (-), equals (=) **Lesson 21** teen numbers, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, **Lesson 22** twenty, teen numbers, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen	Can I solve take-away subtraction word problems within 10 using pictures or objects? Can I recognize take-away situations as subtraction problems? Can I relate a subtraction number sentence to a subtraction problem? Can I subtract within 10? Can I develop fluency with addition facts to 5? Can I develop fluency with subtraction facts to 5? Can I understand teen numbers as 10 ones and some more one? Can I match a teen number to a picture showing 10 ones and some more ones? Can I count groups of 11 to 20 objects? Can I count out 11 to 20 objects? Can I recognize and write numbers 11 to 20?

Lesson 21 K.NBT.A.1 Compose and decompose numbers from 11 to 19 into sets of tens with additional ones. **Lesson 22** **K.NS.A.2** Count forward beginning from a given number between 1 and 20. **K.NS.B.5** Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object. **K.NBT.A.1** Compose and decompose numbers from 11 to 19 into sets of tens with additional ones. **K.NS.B.6** Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.NS.B.7** Demonstrate that each successive number name refers to a quantity that is one larger than the previous number.			

	K.NS.B.9 Demonstrate that a number can be used to represent "how many" are in a set.		
February **Unit 5:** **Lessons** **23-25** **Unit 6:** **Lesson 26**	**Lessons 23-26** **Lesson 23** **K.NS.A.4** Read and write numerals and represent a number of objects from 0 to 20. **K.NBT.A.1** Compose and decompose numbers from 11 to 19 into sets of tens with additional ones. **Lesson 24** **K.NS.A.1** Count to 100 by ones and tens. **Lesson 25** **K.NS.A.1** Count to 100 by ones and tens. **Lesson 26** **K.NS.A.1** Count to 100 by ones and tens.	**Lesson 23** number bond, teen numbers, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, **Lesson 24** twenty, thirty, forty, fifty, sixty seventy eighty ninety, one hundred **Lesson 25** counting numbers 21-99, count on, twenty, thirty, forty, fifty, sixty, seventy,	Can I identify how many more need to be added to 10 to make a given teen number? Can I identify the teen number that is made using 10 and from 1 to 9 more? Can I county orally to 100 by tens? Can I count orally to 100 by ones? Can I compare the length of two objects to identify which is longer and which is shorter? Can I compare the height of two objects to identify which is tallers and which is shorter? Can I describe several measurable attributes of a single object?

		eighty, ninety, one hundred		
		Lesson 26 length, height, long, longer, tall, taller short, shorter, compare length or height		
<u>**March**</u> **Unit 6:** **Lessons** **27-28** **Unit 7:** **Lesson 29**	<u>**Lessons 27-29**</u> **Lesson 27** **K.GM.A.1** Describe several measurable attributes of objects. **K.GM.A.2** Compare the measurable attributes of two objects. **Lesson 28** **K.GM.A.1** Describe several measurable attributes of objects. **K.GM.A.2** Compare the measurable attributes of two objects. **K.DS.A.1** Classify objects and count the number of objects in each category. **K.DS.A.2** Compare category counts using appropriate language.	**Lesson 27** weight, heavy, heavier, light, lighter, compare weight, **Lesson 28** compare numbers, equal, equal to, same as, less, less than, fewer, fewer than, more, more than, greater, greater than **Lesson 29** above, behind, below, beside,		Can I compare the weight of two objects to identify which is heavier and which is lighter? Can I describe several measurable attributes of a single object? Can I sort objects into given categories? Can I count the number of objects in each category? Can I compare the number of objects in each category? Can I use position words to describe relative position of objects in the environment? Can I describe objects in the environment using shape words?

		between, by, next to, in front of, triangle, square, rectangle, circle, cone, cylinder, sphere, cube,		
	Lesson 29 **K.GM.C.6** Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size. **K.GM.C.7** Describe the relative positions of objects in space			
April **Unit 7:** **Lessons** **30-32**	**Lessons 30-32** **Lesson 30** **K.GM.C.6** Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size. **K.GM.C.8** Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes. **K.GM.C.9** Draw or model simple two-dimensional shapes. **Lesson 31** **K.GM.C.6** Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size.	**Lesson 30** flat, solid, side, corner, triangle, square, rectangle, circle, hexagon, cone, cylinder, sphere, cube, **Lesson 31** face, flat, solid, side, corner, triangle, square, rectangle, circle, hexagon, cone, cylinder, sphere, cube **Lesson 32** face, flat, solid, side, corner, triangle, square, rectangle, circle, hexagon, cone, cylinder, sphere, cube		Can I correctly name shapes regardless of their orientation of overall size? Can I identify shapes as flat or solid? Can I make comparisons among and between flat and solid shapes? Can I identify flat shapes found in the faces of solids? Can I build three-dimensional shapes from building materials? Can I draw shapes? Can I compose shapes from smaller shapes?

	K.GM.C.8 Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes. **K.GM.C.9** Draw or model simple two-dimensional shapes. **Lesson 32** **K.GM.C.10** Compose simple shapes to form larger shapes using manipulatives.			
May	**K.GM.B.3** Demonstrate an understanding of concepts of time and devices. **K.GM.B.4** Name the days of the week. **K.GM.B.5** Identify pennies, nickels, dimes, and quarters.			