Danville District #118
Mathematics – Kindergarten
Curriculum and Scope and Sequence
First Quarter

Common Core --Counting and Cardinality (CC)
Common Core -- Operations and Algebraic Thinking (OA)
Common Core – Number and Operations in Base Ten (NBT)
Common Core – Measurement and Data (MD)
Common Core – Geometry (G)

State Standard	Objectives	Action Plan	Resources
CC: Counting and Cardinality **Know number names and count sequence** **Count to tell the number of objects** **Compare numbers** **CC: Operations and Algebraic Thinking** **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking form.**	The student will be able to: • Know number names and count sequence. **CC.K.CC.1** • Count forward beginning from a given number within the known sequence (instead of having to begin at one). **CC.K.CC.2** • Represent a number of objects with a written numeral. • Identify the quantity in a given set of objects. • Demonstrate one-to-one correspondence when counting objects to 10. **CC. K. CC. 3**	Model and practice counting. Recite numbers 1-25. Identify numerals 0 -10. Start at a random number and count up through 10. Recognize the next number in a sequence. Introduce and count shapes. Describe shapes and count the number of sides. Describe object position with words such as: above, below, beside, in front of, behind, and next to.	*enVision Math* • **Topic 1- Numbers 1 – 5** Number Cards 100 Chart Manipulatives such as linking cubes, shape pieces, teddy bear counters Five- frames Flashcards Number Posters • **Topic 2- Comparing and Ordering 0 -5**

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	• Demonstrate auditory recognition of a count. • When counting, demonstrate knowledge that each successive number name refers to the quantity that one is one larger. **CC. K. CC. 4** • Count to answer "how many" questions about as 20 things arranged in a line, a rectangular array, or a circle. **CC. K. CC. 5** • Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by using matching and counting strategies. **CC.K.CC.6** • Represent addition and subtraction with objects. **CC.K.OA.1**	Use number cards to correspond with sets of manipulatives. Practice number identification using flash cards. Listen to tell how many numbers the teacher counted (forward and backward). Given a number count that many objects.	• **Topic 3-Numbers Six to Ten** • **Topic 4-Comparing Numbers 0-10**

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Common Core – Measurement and Data (MD)
Common Core – Geometry (G)

State Standard	Objectives	Action Plan	Resources
CC: Counting and Cardinality **Know number names and count sequence** **Count to tell the number of objects**	**The student will be able to:** • Count forward beginning from a given number within the known sequence (instead of having to begin at one). **CC. K. CC. 2** • Demonstrate one-to-one correspondence when counting objects. **CC. K. CC. 3** • When counting, demonstrate knowledge that each successive number name refers to the quantity that one is one larger. **CC. K.CC. 4** • Count to answer "how many" questions about as 20 things arranged in a line, a rectangular array, or a circle. **CC. K. CC. 5**	Recite numbers 1-50. Count to 100 by 10's Recite number names and one to one correspondence to develop counting procedures. Use + and – symbols correctly. Solve addition and subtraction word problems. Draw a picture to demonstrate understanding of number sentences. Use five-frames or ten-frames to make 5 and 10. Write and solve addition sentences to represent joining. Master addition and subtraction facts to 5.	*enVision Math* • **Topic 5- Numbers to 20** Five-frames Ten-frames • **Topic 6- Larger Numbers to 100**

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CC: Operations and Algebraic Thinking **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking form.**	**The student will be able to:** • Represent addition and subtraction with objects. **CC.K.OA.1** • Solve addition and subtraction word problems, and add and subtract within 1-. Ex: use drawings or objects to represent the problem. **CC.K.OA. 2** • For any number 1 to 9, find the number that makes 10 when added to the given number. **CC.K. OA.4** • Fluently add or subtract within five. **CC.K. OA.5**	Act out number stories that involve joining two groups. Manipulate counters to make number sentences. Play the Dot Card Game to illustrate numbers and objects. Model thinking aloud to determine, *I wonder how many are in groups.* Build and draw shapes	• **Topic 7- Addition Concepts** • **Topic 8- Subtraction Concepts** 100 chart Counters Flashcards

Danville District #118
Mathematics – Kindergarten
Curriculum and Scope and Sequence
Third Quarter

Common Core – Counting and Cardinality (CC)
Common Core -- Operations and Algebraic Thinking (OA)
Common Core – Number and Operations in Base Ten (NBT)
Common Core--Geometry (G)
Common Core--Measurement (MD)

State Standard	Objectives	Action Plan	Resources
CC: Operations and Algebraic Thinking **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking form.**	**The student will be able to:** • Represent addition and subtraction with objects. **CC.K.OA.1** • Decompose numbers less than or equal to ten in pairs in more than one way. **CC. K.OA. 3** • Fluently add or subtract within five. **CC.K. OA.5**	Recite numbers 1-75. Act out number stories that involve joining two groups. Write numbers 0-20 Write the numeral for given objects to 20. Manipulate counters to make number sentences. Play the Dot Card Game to illustrate numbers and objects. Model thinking aloud to determine, *I wonder how many are in groups.*	• **Topic 9-More Addition and Subtraction (Extra Support)** • Ordinals • Money 100 chart Counters Flashcards Number posters Number cards

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CC: Number and operations in Base Ten **Work with numbers from 11-19 to gain foundations for place value.**	**The student will be able to:** ● Compose and decompose numbers from 11-19 into ten ones and additional ones by using objects or drawings. **CC.K.NBT.1** ● Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. **CC.K.NBT.1**	Solve word problems that involve addition and subtraction using manipulatives. Record the answer with a drawing or equation. Produce simple number sentences with variables. Identify missing numbers in number sentences using pictures or manipulatives. Solve the problems by creating an equation.	enVision Math ● **Topic 10- Composing Numbers 11- 19** ● **Topic 11- Decomposing Numbers 11- 19** Manipulatives such as linking cubes, shape pieces, teddy bears counters Pencils/crayons
CC: Measurement and Data **Describe and compare measurable attributes**	**The student will be able to:** ● Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **CC.K.MD.1** ● Directly compare two objects with a measurable attribute in common to see which object has "more of or "less of" the attribute, and describe the difference. **CC.K.MD.2** ● Identify the order of the day: morning, afternoon, evening.	Show vocabulary cards for words such as shorter, longer. Draw pictures of objects of varied length and size. Sort objects by size, color, shape Exhibit an understanding that teen numbers are comprised of tens and ones.	**Topic 12-Measurement** Balls of varied sizes Ribbon or objects of varied length Five and Ten frames

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Common Core – Measurement and Data (MD)
Common Core – Geometry (G)

State Standard	Objectives	Action Plan	Resources
CC: Measurement and Data **Classify objects and count the number of objects in categories**	**The student will be able to:** • Classify objects into given categories **CC.K. MD.3** • Count the number of objects in each category and sort the categories by count. **CC.K. MD.3**	Recite numbers 1-100. Identify same and different by attributes of color, shape, size, and kind. Sort objects by one attribute Use more than one attribute to sort a set of objects Compare objects by length and weight	*enVision Math* • **Topic 13- Sorting and Classifying** Attribute blocks Manipulatives such as linking cubes, shape pieces, teddy bears counters Construction paper

CC: Geometry **Identify and describe shapes** **Analyze, compare, create, and compose shapes.**	**The student will be able to:** • Recognize the basic geometric shapes: circle, square, triangle, rectangle, oval, hexagon, cubes, cones, cylinders, and spheres. **CC.K.G.1** • Demonstrate the understanding of position words: above, below, over, under. **CC.K.G.1** • Correctly name shapes regardless of orientation or overall size. **CC.K.G.2.** • Identify shapes as two-dimensional (lying in a plane – flat) or three-dimensional (solid). **CC.K.G.3** • Analyze and compare two and three dimensional shapes **CC.K.G.4** • Model shapes in the world by building shapes from components. **CC.K.G.5** • Compose simple shapes to from larger shapes. **CC. K. G.6**	Sort, classify, and categorize basic geometric shapes. Describe objects in the environment using names of shapes. Use manipulatives such as pattern blocks to identify shapes. Identify a common attribute of a shape. Practice sorting shapes using multiple attributes by creating a shape matrix. Apply and demonstrate the use of position words. Play a game that identifies the missing shape. Model shapes using sticks and clay balls. Draw shapes. Join two or more shapes to make a new and/or larger shape.	• **Topic 14- Identification and Description of Shapes** • **Topic 15- Position and Location of Shapes** • **Topic 16- Analyzing, Comparing, and Composing Shapes** Pattern blocks Shape pieces Geometric solids Attribute blocks