

Center Cass School District 66	Kindergarten Curriculum Guide	Mathematics
<p>Common Core State Standards Focus for Kindergarten Mathematics: In Kindergarten, instructional time should focus on two critical areas: (1) Representing, relating, and operating whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten is devoted to number than to other topics.</p>		
Trimester #1	Trimester #2	Trimester #3
<p><u>Unit 1 – Counting</u> Students will know and be able to:</p> <ul style="list-style-type: none"> • Know number names and the counting sequence • Count to 100 by ones and tens • Count forward beginning from a given number within the known sequence • Write numbers from 0-20 • Represent a number of objects with a written numeral 0-20 • Count to tell the number of objects • Understand the relationship between numbers and quantities • 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 • Understand that the last number name said tells the number of objects counted • Understand that each successive number name refers to a quantity that is one larger • Classify objects and count the number of objects in each category • Classify objects into given categories; count the numbers of objects in each category and sort the categories by count <p><u>Unit 2 – Numbers</u> Students will know and be able to:</p> <ul style="list-style-type: none"> • Write numbers from 0 to 20 • Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects) • Understand the relationship between numbers and quantities • Count to answer “how many?” questions about as many as 20 things • Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group • Compare two numbers between 1 and 10 presented as written numerals • Work with numbers 11–19 to gain foundations for place value • Compose and decompose numbers from 11 to 19 into ten ones and some further ones • Classify objects into given categories • Count the numbers of objects in each category and sort the categories by count 	<p><u>Unit 2 – Numbers will be continued into Trimester 2</u></p> <p><u>Unit 3 – Shapes</u> Students will know and be able to:</p> <ul style="list-style-type: none"> • Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) • Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to • Correctly name shapes regardless of their orientations or overall size • Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”) • Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts • Model shapes in the world by building shapes from components and drawing shapes • Classify objects into given categories; count the numbers of objects in each category and sort the categories by count <p><u>Unit 4 – Addition and Subtraction</u> Students will know and be able to:</p> <ul style="list-style-type: none"> • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. • Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations • Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem • Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). • 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. • Fluently add and subtract within 5 	<p><u>Unit 5 – Measurement and Data</u> Students will know and be able to:</p> <ul style="list-style-type: none"> • Describe measurable attributes of objects, such as length or weight • Describe several measurable attributes of a single object • Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. • Classify objects into given categories; count the numbers of objects in each category and sort the categories by count <p><u>Unit 6 – Addition and Subtraction</u> <u>Revisited</u> Students will know and be able to:</p> <ul style="list-style-type: none"> • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. • Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations • Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem • Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). • 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. • Fluently add and subtract within 5