



Sedalia School District #200

Level: Elementary

Subject Area: Math

Unit/Grade: Unit 1---Kindergarten

Essential Questions:

- How does counting help us in our everyday life?
- What kind of experiences help develop number sense?
- How do numbers connect to quantity?

Pacing/ Calendar	Standards	Big Idea	Unit Objectives
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Chapter 1 (Aug. 29- Sept. 18) Chapter 2 (Sept. 20- Oct. 11) 32 days	<p>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.</p> <p>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.</p> <p>K.NS.B.7 - Demonstrate that each successive number name refers to a quantity that is one larger than the previous number.</p> <p>K.NS.B.8 - Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns</p>	<p>Chapter 1: Numbers to 5---This chapter is a foundational chapter. The big ideas in chapter one are sorting, connecting counting to cardinality, and finding sameness and differences within the range of 1-5. Language development and the quantitative relationships between these small numbers are crucial. Stress the comparing and counting small numbers to students who may already know them.</p> <p>Chapter 2: Numbers to 10---This chapter is a foundational chapter. The big ideas in chapter two are matching, sorting, one-to-one correspondence, establishing a visual meaning for numbers 1-10, and the concepts of one more/one less.</p>	<p>Chapter 1: Numbers to 5-</p> <ul style="list-style-type: none">● Count groups of 1 through 5.● Read and write the numerals 1-5.● Understand same and different. <p>Chapter 2: Numbers to 10-</p> <ul style="list-style-type: none">● Count groups of 1 through 10.● Read and write the numerals 1-10.● Pair up sets of objects one-to-one with other sets of the same quantity.
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[Missouri Learning Standards](#)
[Show Me Standards](#)



Sedalia School District #200

Level: Elementary **Subject Area:** Math **Unit/Grade:** Unit 2---Kindergarten

Essential Questions:

- How does measurement in mathematics relate to real-world experiences?
- How do I determine the best numerical representation (pictorial, objects, symbolic) for a given situation?
- Why do we have various attributes when we measure?

Pacing/ Calendar	Standards	Big Idea	Unit Objectives
<p>Chapter 3 (Oct. 15- Oct. 24)</p> <p>Chapter 4 (Oct. 28- Nov. 18)</p> <p>Chapter 5 (Nov. 19- Dec. 3)</p> <p>32 days</p>	<p>K.NS.A.2 Count forward beginning from a given number between 1 and 20.</p> <p>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.</p> <p>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.</p> <p>K.NS.B.7 - Demonstrate that each successive number name refers to a quantity that is one larger than the previous number.</p> <p>K.NS.B.8 - Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns</p> <p>K.G.M.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.</p> <p>K.G.M.A.1 <i>Describe several measurable attributes of objects.</i></p> <p>K.G.M.A.2 <i>Compare the measurable attributes of two objects.</i></p> <p>Missouri Learning Standards Show Me Standards</p>	<p>Chapter 3: Order by Length, Size, and Weight---Chapter 3 is all about ordering and comparing. These concepts frame the basis for measurement. Language development is very important within this chapter. This chapter is intentionally placed and should not be skipped as it gives students additional time to build understandings in the number range of 1-10.</p> <p>Chapter 4: Counting and Numbers 0-10--- Chapter 4 has a lot of big ideas: counting up to 10 and down from 10, one-to-one correspondence, the concepts of one more and one less, foundational understanding of addition and subtraction, sequencing numbers to 10, and the idea that bigger numbers are made up of smaller numbers.</p> <p>Chapter 5: Size and Position--- Students will work with the concepts presented in Chapter 5 all year, focusing on comparing sizes of objects and developing language about comparison. This chapter gives students extra time to consolidate learning from the previous Chapter 3.</p>	<p>Chapter 3: Order by Length, Size, and Weight-</p> <ul style="list-style-type: none"> • Pair and order sets of objects • Use comparing vocabulary <p>Chapter 4: Counting and Numbers 0-10-</p> <ul style="list-style-type: none"> • Composing and decomposing numbers • Pair number name with numerals • Understand and show the meaning of same, more, less/fewer <p>Chapter 5: Size and Position-</p> <ul style="list-style-type: none"> • Use appropriate positional vocabulary to describe and compare • Identify positions of objects in space • Describe relative position in a sequence of events



Sedalia School District #200

Level: Elementary **Subject Area:** Math **Unit/Grade:** Unit 3---Kindergarten

Essential Questions:

- How does counting help us in our everyday lives?
- How do numbers relate and compare to one another?
- Why are geometric figures relevant and important?

Pacing/ Calendar	Standards	Big Idea	Unit Objectives
<p>Chapter 6 (Dec. 5 - Jan. 8)</p>	<p>K.NS.A.1 - Count to 100 by ones and tens. K.NS.A.4 Read and write numerals and represent a number of objects from 0 to 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.</p>	<p>Chapter 6: Numbers to 20--- This is a critical chapter for students! Big ideas here are counting to twenty, developing one-to-one correspondence for objects and pictures of objects to 20, knowing that the last number in the counting sequence represents the total amount in the group and developing the understanding of teen numbers as a ten and some ones.</p>	<p>Chapter 6: Numbers to 20-</p> <ul style="list-style-type: none"> • Count, read, and write numbers up to 20 • Compare groups up to 20 • Order groups up to 20
<p>Chapter 7 (Jan. 9 - Jan. 16)</p>	<p>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.</p>	<p>Chapter 7: Solid and Flat Shapes--- The big ideas in Chapter 7 focus on solid and flat shapes. Lessons 4 and 5 are skipped as patterning is not a MLS.</p>	<p>Chapter 7: Solid and Flat Shapes-</p> <ul style="list-style-type: none"> • Recognize and name basic solid and flat shapes • Recognize the relationship between solid shapes and flat shapes
<p>Chapter 8 (Jan. 23 - Feb. 11)</p>	<p>K.NS.B.8 - Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns 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.</p>	<p>Chapter 8: Numbers to 100--- Counting and counting on are big ideas in this chapter. Counting to 100 by ones and tens, skip counting by 2s and 5s are not a standard and should not be the focus, especially if students are still struggling with counting by ones and tens. The concept of being able to sequence numbers to 100 is a developing skill at this time, foundational for first grade. This chapter may be difficult for some students.</p>	<p>Chapter 8: Numbers to 100-</p> <ul style="list-style-type: none"> • Count by pairs and 5s up to 20 • Count by 10 up to 100 • Count by any given number up to 100.
<p>37 days</p>	<p>K.GM.C.8 - <i>Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes.</i> K.GM.C.9 - <i>Draw or model simple two-dimensional shapes.</i> K.GM.C.10 - <i>Compose simple shapes to form larger shapes using manipulatives.</i> K.NS.B.9- <i>Demonstrate that a number can be used to represent "how many" are in a set.</i> Missouri Learning Standards Show Me Standards</p>		



Sedalia School District #200

Level: Elementary **Subject Area:** Math **Unit/Grade:** Unit 4---Kindergarten

Essential Questions:

- How do numbers relate and compare to one another?
- How does finding the common characteristics help me to be a more efficient problem solver?
- What kind of problem is this?

Pacing/ Calendar	Standards	Big Idea	Unit Objectives
<p>Chapter 9 (Feb.. 13 - Feb. 28)</p> <p>Chapter 11 (Mar. 2 - Mar. 5)</p> <p>Chapter 12 (Mar. 6 - Mar. 23)</p> <p>Chapter 13 (Mar. 24 - Mar. 26)</p> <p>Chapter 14 (Mar. 27 - Apr. 9)</p> <p>33 days</p>	<p>K.NS.B.9 - Demonstrate that a number can be used to represent “how many” are in a set</p> <p>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</p> <p>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</p> <p>K.RA.A.1 - Represent addition and subtraction within 10</p> <p>K.GM.C.8 - <i>Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes.</i></p> <p>K.RA.A.3 - <i>Decompose numbers less than or equal to 10 in more than one way</i></p> <p>K.RA.A.4 - <i>Make 10 for any number from 1 to 9</i></p> <p>Missouri Learning Standards Show Me Standards</p>	<p>Chapter 9: Comparing Sets - Chapter 9 continues to develop counting skills, developing number sense, 1:1 correspondence, comparing quantities and introduction to the number line are all big ideas in this chapter.</p> <p>Chapter 11: Calendar Patterns - This chapter can be condensed to four days as students are working with the calendar all year. Ordering and sequencing days of the week and months of the year are the big ideas in this chapter. Understandings of today, tomorrow, and yesterday are also developed.</p> <p>Chapter 12: Counting On and Counting Back -This is a critical chapter. Counting on and counting back, as well as number pairs that combine to make 10 are important concepts.</p> <p>Chapter 13: Patterns - This chapter is about developing understanding of repeating patterns and reinforcing properties of shapes.</p> <p>Chapter 14: Number Facts to 10 - This is a very important chapter. Big ideas about the concept of 10, composing and decomposing numbers to 20 and counting and grouping tens (early place value development). Knowing compliments of ten, comparing and ordering numbers to 20 along with composing and decomposing numbers 11-19 into tens and ones are big understandings for kindergarteners.</p>	<p>Chapter 9: Comparing Sets-</p> <ul style="list-style-type: none"> • Comparing set up to 20 • Understand most and fewest • Counting the difference through comparing sets in one-to-one correspondence <p>Chapter 11: Calendar Patterns-</p> <ul style="list-style-type: none"> • Know and order the days of the week and a week is seven days • Understand how a calendar or schedule works with the days of the week <p>Chapter 12: Counting On and Counting Back-</p> <ul style="list-style-type: none"> • Count back from 10 using a variety of representations • Count up and back to find the difference between two sets <p>Chapter 13: Patterns-</p> <ul style="list-style-type: none"> • Recognize, extend, and create a repeating pattern • Identify a missing portion of a repeating pattern <p>Chapter 14: Number Facts to 10-</p> <ul style="list-style-type: none"> • Compose and decompose numbers to 20 with five-frames and ten-frames • Count on using a number line to find the difference • Combine two sets to find the sum



Sedalia School District #200

Level: Elementary **Subject Area:** Math **Unit/Grade:** Unit 5---Kindergarten

Essential Questions:

- How exact does a measurement have to be?
- Why are geometric shapes and objects classified by attributes?
- How do I know which method (mental, manipulatives, real world, estimation, paper and pencil) to use?

Pacing/ Calendar	Standards	Big Idea	Unit Objectives
<p>Chapter 15 (Apr. 15 - Apr. 23)</p> <p>Chapter 16 (Apr. 24 - Apr. 30)</p> <p>Chapter 17 (May 1 - May 7)</p> <p>Chapter 18 (May 8 - May 18)</p> <p>Chapter 19 (May 19 - May 21)</p> <p>30 days</p>	<p>K.RA.A.1 - Represent addition and subtraction within 10</p> <p>K.GM.A.1 - Describe several measurable attributes of objects</p> <p>K.GM.A.2 - Compare the measurable attributes of two objects</p> <p>K.DS.A.1 - Classify objects into given categories; count the number of objects in each category</p> <p>K.DS.A.2 - Compare category counts using appropriate language.</p> <p>K.RA.A.2 - Demonstrate fluency for addition and subtraction within 5</p> <p>K.RA.A.3 - Decompose numbers less than or equal to 10 in more than one way</p> <p>K.RA.A.4 - Make 10 for any number from 1 to 9</p> <p>Missouri Learning Standards Show Me Standards</p>	<p>Chapter 15: Length and Height - The big idea is about measuring, comparing, and ordering length and height using non-standard measurements.</p> <p>Chapter 16: Classifying and Sorting - While earlier chapters emphasized classifying and sorting, students return to this important concept that will be foundational for understanding classification and generalization.</p> <p>Chapter 17: Addition Stories - In kindergarten students begin to understand joining situations. They talk about the idea of equality and use the = sign. Students need to understand that mathematical situations can be represented in many ways using objects, pictures, models, numbers and words.</p> <p>Chapter 18: Subtraction Stories - Story problems are a common context for applying subtraction ideas. Using manipulatives and models students solve simple separating and comparison problems. The problem situations are connected to written numerals in number sentences.</p> <p>Chapter 19: Measurement - The major idea for this chapter is about comparing non-standard measurement for weight, capacity, and time. The concept of describing and comparing 2 objects with a measurable attribute in common, to see which object has "more of" or "less of" the attribute and to describe the difference is a CCSS standard.</p>	<p>Chapter 15: Length and Height-</p> <ul style="list-style-type: none"> • Use nonstandard units to measure and compare lengths • Find differences in length • Use nonstandard units to measure and compare height <p>Chapter 16: Classifying and Sorting-</p> <ul style="list-style-type: none"> • Classify shapes and other objects using attributes • Sort shapes and other objects by one or two attributes <p>Chapter 17: Addition Stories-</p> <ul style="list-style-type: none"> • Understand addition stories as the joining of two sets • Use symbols and numerals to write number sentences • Fluency for addition facts to 5 <p>Chapter 18: Subtraction Stories-</p> <ul style="list-style-type: none"> • Understand simple subtraction stories • Compare two sets and show the number sentence to answer how many more • Fluency for subtraction facts to 5 <p>Chapter 19: Measurement-</p> <ul style="list-style-type: none"> • Compare weights using nonstandard units • Compare capacity using terms holds more, holds less, and holds the same • Compare events according to duration