

Curriculum Unit Template

Taneyville R-II School

2022-2023

Grade: K

Subject: Mathematics

Unit 1 Title: Math Is...

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
K.NS.B (Relationship between numbers and quantities) K.NS.B.5 (Saying number names when counting) K.GM.C.6 (Identify shapes in the environment) K.NS.B.8 (Recognize groups with common patterns) K.GM.C.7 (Describe position of shapes) K.GM.A.1 (Describe attributes of objects) K.NS.B.6 (Understanding numbers and quantities) K.NS.B.7 (Demonstrate that successive number names refer to one larger quantity) K.NS.A.3 (Count backwards from 10-1)	Hobby Story Strengths Problem Circle Rectangle Shape Square Triangle Cube Cylinder Diamond Pattern	Ignite: Let's Sort! Students will sort a group of objects by a determined category. 1-1: Math is Mine Students explore their identities as doers of math. 1-2: Math is Exploring and Thinking Students explore what a problem is. 1-3: Math is in Our World Students explore ways to show real world problems with mathematics. 1-4: Math is Explaining and Sharing Students explore ways to explain their thinking.	Observation Participation Verbal Check for Understanding Lesson Worksheets End of Unit Assessment

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		<p>1-5: Math is Finding Patterns</p> <p>Students explore patterns.</p> <p>1-6: Math is Ours</p> <p>Students think about the behaviors and mindsets that contribute to a productive learning environment.</p>	
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Unit 2 Title: Numbers to 5

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
<p>K.NS.B (Relationship between numbers and quantities)</p> <p>K.NS.B.5 (Saying number names when counting)</p> <p>K.NS.C (Compare numbers)</p> <p>K.NS.C.10 (Comparing 2 or more objects)</p> <p>K.NS.B.8 (Recognize groups with common patterns)</p> <p>K.NS.B.6 (Understanding numbers and quantities)</p> <p>K.NS.B.7 (Demonstrate that successive number names refer to one larger quantity)</p> <p>K.NS.A.4 (Read and write numbers from 0-20)</p> <p>K.NS.A.3 (Count backwards from 10-1)</p>	<p>One</p> <p>Two</p> <p>Three</p> <p>Four</p> <p>Five</p> <p>Zero</p> <p>One more</p> <p>Equal</p> <p>Equal group</p> <p>Matching</p> <p>Fewer</p> <p>Greater than</p> <p>Less than</p> <p>More</p>	<p>Ignite: Tall Towers</p> <p>Students take turns playing a board game to see who can build the tallest tower.</p> <p>2-1: Count 1, 2, and 3</p> <p>Students understand the relationship between numbers and quantities when using objects and illustrations to count 1, 2, and 3.</p> <p>2-2: Represent 1, 2, and 3</p> <p>Students count groups of objects to 3, regardless of their arrangement and recognize the numerals 1, 2, and 3.</p> <p>2-3: Count 4 and 5</p> <p>Students understand the relationship between numbers and quantities when using objects and illustrations to count to 4 and 5.</p>	<p>Observation</p> <p>Participation</p> <p>Verbal Check for Understanding</p> <p>Lesson Worksheets</p> <p>End of Unit Assessment</p>

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		<p>2-4: Represent 4 and 5</p> <p>Students count groups of objects to 5, regardless of their arrangement, and recognize the numerals 4 and 5.</p> <p>2-5: Represent 0</p> <p>Students identify zero as a group with no objects and recognize the numeral 0.</p> <p>2-6: Numbers to 5</p> <p>Students identify numbers from 1 to 5 in sequence understanding that each successive number name is referring to an amount that is one larger.</p> <p>2-7: Equal Groups to 5</p> <p>Students use one-to-one correspondence to determine whether groups are equal to each other.</p> <p>2-8: Greater Than and Less Than</p> <p>Students use one-to-one correspondence to determine whether</p>	
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		<p>one group is greater than or less than the other group.</p> <p>2-9: Compare Numbers to 5</p> <p>Students use counting to compare two groups.</p> <p>Math Probe: Who Has More Stickers?</p> <p>Students will determine who has more stickers and if two people have an equal amount of stickers.</p> <p>Unit Assessment</p> <p>Students will complete the unit assessment independently.</p>	
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Unit 3 Title: Numbers to 10

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
<p>K.NS.B (Relationship between numbers and quantities)</p> <p>K.NS.B.5 (Saying number names when counting)</p> <p>K.NS.C (Compare numbers)</p> <p>K.NS.C.10 (Comparing 2 or more objects)</p> <p>K.NS.B.8 (Recognize groups with common patterns)</p> <p>K.NS.B.6 (Understanding numbers and quantities)</p> <p>K.NS.B.7 (Demonstrate that successive number names refer to one larger quantity)</p> <p>K.NS.C.11 (Comparing numbers between 1 and 10)</p> <p>K.NS.A.4 (Read and write numbers from 0-20)</p> <p>K.NS.A.3 (Count backwards from 10-1)</p>	<p>Six</p> <p>Seven</p> <p>Eight</p> <p>Nine</p> <p>Ten</p> <p>One more</p> <p>Equal</p> <p>Fewer</p> <p>More</p> <p>Equal groups</p> <p>Greater than</p> <p>Less than</p> <p>Zero</p> <p>One</p> <p>Two</p> <p>Three</p> <p>Four</p> <p>Five</p>	<p>Ignite: How Many Can You Find?</p> <p>Students will graph the number of objects in the picture.</p> <p>3-1: Count 6 and 7</p> <p>Understand the relationship between numbers and quantities when using objects and illustrations to count 6 and 7.</p> <p>3-2: Represent 6 and 7</p> <p>Count groups of objects to 7, regardless of their arrangement, and recognize the numerals 6 and 7.</p> <p>3-3: Count 8 and 9</p> <p>Understand the relationship between numbers and quantities when using objects and illustrations to count 8 and 9.</p>	<p>Observation</p> <p>Participation</p> <p>Verbal Check for Understanding</p> <p>Lesson Worksheets</p> <p>End of Unit Assessment</p>

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		<p>3-4: Represent 8 and 9</p> <p>Count groups of objects to 9, regardless of arrangement, and recognize the numerals 8 and 9.</p> <p>3-5: Count 10</p> <p>Understand the relationship between numbers and quantities when using objects and illustrations to count 10.</p> <p>3-6: Represent 10</p> <p>Count groups of objects to 10, regardless of arrangement, and recognize the numeral 10</p> <p>3-7: Numbers to 10</p> <p>Identify numbers from 1 to 10 in sequence understanding that each successive number name is referring to an amount that is one larger.</p> <p>3-8: Compare Objects in Groups</p> <p>Use one-to-one correspondence and counting to compare two groups.</p>	
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		<p>3-9: Compare Numbers</p> <p>Use counting to compare two numbers</p> <p>Math Probe: Compare Numbers</p> <p>Students will compare two 1-digit numbers.</p> <p>3-10: Write Numbers to 3</p> <p>Write the numerals to 3 and represent a number of objects with a written numeral.</p> <p>3-11: Write Numbers to 6</p> <p>Write the numerals to 6 and represent a number of objects with a written numeral.</p> <p>3-12: Write Numbers to 10</p> <p>Write the numerals to 10 and represent a number of objects with a written numeral.</p> <p>Unit Assessment</p> <p>Students will complete the unit</p>	
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		assessment independently.	
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Unit 4 Title: Sort, Classify, and Count Objects

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
K.DS.A (classify objects) K.DS.A.2 (Comparing categories) K.DS.A.1 (Classify objects)	Alike Different Sort Fewer More Shape Size	Ignite: Filling the Cupboard Students discuss how different groups are sorted. 4-1: Alike and Different Students describe similarities and differences in the attributes of a given set of objects. 4-2: Sort Objects into Groups Students sort objects into groups by attribute. 4-3: Count Objects in Groups Students determine the number of objects in sorted groups. Math Probe: Sort by Count Students sort groups by the number of objects.	Observation Participation Verbal Check for Understanding Lesson Worksheets End of Unit Assessment

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		<p>4-4: Describe Groups of Objects</p> <p>Students describe sorted groups based on the attributes and the number of objects in the groups.</p> <p>Unit Assessment</p> <p>Students will complete the unit assessment independently.</p>	
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Unit 5 Title: 2-Dimensional Shapes

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
K.GM.C.6 (Identify shapes in the environment)	Side Triangle vertex/vertices (corner) Rectangle Square Hexagon Circle Above Behind Below Beside In front of Next to	Ignite: Fitting Shapes into Shapes Students use pattern blocks to fill a larger shape. 5-1: Triangles Students identify, name, and describe triangles. Math Probe: Triangles Students identify triangles. 5-2: Squares and Rectangles Students identify, name, and describe squares and rectangles. 5-3: Hexagons Students identify, name, and describe hexagons. 5-4: Circles	Observation Participation Verbal Check for Understanding Lesson Worksheets End of Unit Assessment

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		<p>Students identify, name, and describe circles.</p> <p>5-5: Position of 2-Dimensional Shapes</p> <p>Students describe objects using the names of shapes and their relative position.</p> <p>Unit Assessment</p> <p>Students will complete the unit assessment independently.</p>	
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Unit 6 Title: Understand Addition

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
K.RA.A (Understanding addition and subtraction) K.RA.A.1 (Add and subtract within 10)	Add In all Join Sum (total) Equal sign Equation Plus sign	Ignite: Combining Trains Students use connecting cubes to make estimates and compare. 6-1: Represent and Solve Add To Problems Students represent addition as adding to a number. 6-2: Represent and Solve More Add To Problems Students represent addition word problems as adding to a number. 6-3: Represent and Solve Put Together Problems Students represent addition as putting two numbers together. 6-4: Represent and Solve Addition Problems	Observation Participation Verbal Check for Understanding Lesson Worksheets End of Unit Assessment

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		<p>Students represent addition word problems as putting two numbers together.</p> <p>Math Probe: Addition Stories</p> <p>Students practice addition word problems.</p> <p>6-5: Represent and Solve More Addition Problems</p> <p>Students solve add to and put together addition problems.</p> <p>Unit Assessment</p> <p>Students will complete the unit assessment independently.</p>	
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Unit 7 Title: Understand Subtraction

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
K.RA.A (Understanding addition and subtraction) K.RA.A.1 (Add and subtract within 10)	Difference Subtract Minus Equation Minus sign Add	Ignite: Shorter Trains Students use subtraction to remove cars from a train. 7-1: Represent Take Apart Problems Students represent take apart problems. 7-2: Represent and Solve Take From Problems Students represent and solve take from problems. 7-3: Represent and Solve More Take From Problems Students represent subtraction word problems by taking from a number. 7-4: Represent and Solve Subtraction Problems	Observation Participation Verbal Check for Understanding Lesson Worksheets End of Unit Assessment

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		<p>Students represent and solve subtraction problems.</p> <p>7-5: Represent and Solve Addition and Subtraction Problems</p> <p>Students solve take from and put together/take apart problems.</p> <p>Math Probe: Representing Addition and Subtraction</p> <p>Students practice addition and subtraction word problems.</p> <p>Unit Assessment</p> <p>Students will complete the unit assessment independently.</p>	
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Unit 8 Title: Addition and Subtraction Strategies

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
K.RA.A (Understanding addition and subtraction) K.RA.A.2 (Addition and subtraction fluency within 10) K.RA.A.1 (Add and subtract within 10) K.RA.A.3 (Decompose numbers less than 10) K.RA.A.4 (Make two for any number from 1 to 9)	Add Count on Number path Sum (total) Count back Difference Subtract Equation Make (compose) Decompose (break apart)	Ignite: How Many Are Covered? Students compose and decompose numbers to identify a mystery number. 8-1: Add within 5 Students solve addition equations within 5. 8-2: Subtract within 5 Students solve subtraction equations within 5. 8-3: Ways to Make 6 and 7 Students compose 6 and 7 in different ways. 8-4: Ways to Decompose 6 and 7 Students decompose 6 and 7 in different ways.	Observation Participation Verbal Check for Understanding Lesson Worksheets End of Unit Assessment

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		<p>Math Probe: Ways to Make and Decompose 5, 6, and 7</p> <p>Students circle the number that correctly completes the equation</p> <p>8-5: Ways to Make 8 and 9</p> <p>Students compose 8 and 9 in different ways.</p> <p>8-6: Ways to Decompose 8 and 9</p> <p>Students decompose 8 and 9 in different ways.</p> <p>8-7: Ways to Make 10</p> <p>Students compose 10 in different ways and find different number combinations for 10.</p> <p>8-8: Ways to Decompose 10</p> <p>Students decompose 10 in different ways</p> <p>Unit Assessment</p> <p>Students will complete the unit</p>	
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Unit 9 Title: Numbers 11 to 15

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
K.NBT.A (Working with numbers 11-19) K.NBT.A.1 (Compose/decompose numbers to represent place value) K.NS.A.4 (Read and write numbers from 0-20)	Eleven Twelve Thirteen Equation Make (compose) Decompose (break apart) Fourteen Fifteen	Ignite: Secret Hops Students decompose numbers by using hops on a number line. 9-1: Represent 11, 12, and 13 Students represent the numbers 11, 12, and 13 by counting out objects and writing the corresponding numbers. 9-2: Make 11, 12, and 13 Students make 11, 12, and 13 as ten ones and some more ones using concrete objects, drawings, and equations. 9-3: Decompose 11, 12, and 13 Students decompose 11, 12, and 13 as ten ones and some more ones using concrete objects, drawings, and equations.	Observation Participation Verbal Check for Understanding Lesson Worksheets End of Unit Assessment

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		<p>9-4: Represent 14 and 15</p> <p>Students represent the numbers 14 and 15 by counting out objects and writing the corresponding number.</p> <p>Math Probe: Counting Counters</p> <p>Students connect the number of counters with a written numeral.</p> <p>9-5: Make 14 and 15</p> <p>Students make 14 and 15 as ten ones and some more ones using concrete objects, drawings, and equations.</p> <p>9-6: Decompose 14 and 15</p> <p>Students decompose 14 and 15 as ten ones and some more ones using concrete objects, drawings, and equations.</p> <p>Unit Assessment</p> <p>Students will complete the unit assessment independently.</p>	
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Unit 10 Title: Numbers 16 to 19

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
K.NBT.A (Working with numbers 11-19) K.NBT.A.1 (Compose/decompose numbers to represent place value) K.NS.A.4 (Read and write numbers from 0-20)	Sixteen Seventeen Equation Make (compose) Decompose (break apart) Eighteen Nineteen	Ignite: Cross Out the Numbers Students decompose numbers through 19 by playing a card game. 10-1: Represent 16 and 17 Students represent the numbers 16 and 17 by counting out objects and writing the corresponding number. Math Probe: How Many Counters? Students determine how many counters in a group of counters. 10-2: Make 16 and 17 Students make 16 and 17 as ten ones and some more ones using concrete objects, drawings, and equations 10-3: Decompose 16 and 17 Students decompose 16 and 17 as ten	Observation Participation Verbal Check for Understanding Lesson Worksheets End of Unit Assessment

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		<p>ones and some more ones using concrete objects, drawings, and equations.</p> <p>10-4: Represent 18 and 19</p> <p>Students represent the numbers 18 and 19 by counting out objects and writing the corresponding number.</p> <p>10-5: Make 18 and 19</p> <p>Students make 18 and 19 as ten ones and some more ones using concrete objects, drawings, and equations.</p> <p>10-6: Decompose 18 and 19</p> <p>Students decompose 18 and 19 as ten ones and some more ones using concrete objects, drawings, and equations.</p> <p>Unit Assessment</p> <p>Students will complete the unit assessment independently.</p>	
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Unit 11 Title: 3-Dimensional Shapes

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
K.GM.C (Analyze shapes) K.GM.C.6 (Identify shapes in the environment)	2-dimensional shape 3-dimensional shape Flat shape Solid shape Cube Face Vertex Rounded surface Sphere Base Cylinder Apex Base Cone Above Behind Below Beside In front of Next to	Ignite: Which Shape is Different? Students think about how shapes in a group differ. 11-1: 2-Dimensional and 3-Dimensional Shapes Students identify shapes as 2-dimensional or 3-dimensional. Math Probe: Flat Shape or Solid Shape Students distinguish flat shapes from solids. 11-2: Cubes Students identify, name, and describe cubes. 11-3: Spheres Students identify, name, and describe spheres.	Observation Participation Verbal Check for Understanding Lesson Worksheets End of Unit Assessment

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		<p>11-4: Cylinders</p> <p>Students identify, name, and describe cylinders.</p> <p>11-5: Cones</p> <p>Students identify, name, and describe cones.</p> <p>11-6: Describe Solids</p> <p>Students describe objects using the names of shapes and their relative position.</p> <p>Unit Assessment</p> <p>Students will complete the unit assessment independently.</p>	
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Unit 12 Title: Count to 100

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
K.NS.B.9 (Demonstrating a number represents how many) K.NS.A.1 (Count to 100) K.NS.A.2 (Count to a given number between 1 and 20)	Count Twenty	Ignite: Patterns in a Number Chart Students shade numbers in a number chart to reveal a pattern. 12-1: Count by 1s to 50 Students count by 1s to 50. 12-2: Count by 1s to 100 Students count by 1s to 100. Math Probe: What Number Comes After? Students choose the number on a list that comes after a given number. 12-3: Count by 10s to 100 Students count by 10s to 100. 12-4: Count from Any Number to 100	Observation Participation Verbal Check for Understanding Lesson Worksheets End of Unit Assessment

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		<p>Students count forward from any number to 100.</p> <p>12-5: Count to Find Out How Many</p> <p>Students count up to 20 objects, regardless of arrangement or the order in which they were counted.</p> <p>Unit Assessment</p> <p>Students will complete the unit assessment independently.</p>	
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Unit 13 Title: Analyze, Compare, and Compose Shapes

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
K.GM.C (Analyze shapes) K.GM.C.8 (Identify and describe shapes) K.GM.C.9 (Draw/model 2D shapes) K.GM.C.10 (Compose simple shapes) K.GM.C.6 (Identify shapes in the environment) K.GM.C.7 (Describe position of shapes)	2-dimensional shape Flat shape Side Vertex 3-dimensional shape Apex Base Face Solid shape Build	Ignite: More Shapes Into Shapes Students explore the sizes and shapes of pattern blocks. 13-1: Compare and Contrast 2-Dimensional Shapes Students compare and contrast 2-dimensional shapes based on defining attributes. Math Probe: Which Shape Does Not Belong? Students determine which shape in a group does not belong. 13-2: Build and Draw 2-Dimensional Shapes Students draw 2-dimensional shapes. 13-3: Compose 2-Dimensional Shapes	Observation Participation Verbal Check for Understanding Lesson Worksheets End of Unit Assessment

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		<p>Students use flat shapes to form larger shapes.</p> <p>13-4: Compare and Contrast 3-Dimensional Shapes</p> <p>Students compare and contrast 3-dimensional shapes based on defining attributes.</p> <p>13-5: Build 3-Dimensional Shapes</p> <p>Students build 3-dimensional shapes.</p> <p>13-6: Describe 3-Dimensional Shapes in the World</p> <p>Students identify real-world objects that are shaped like cubes, cones, spheres, and cylinders.</p> <p>Unit Assessment</p> <p>Students will complete the unit assessment independently.</p>	
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Unit 14 Title: Compare Measurable Attributes

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
K.GM.A (Reason with shapes) K.GM.A.2 (Compare attributes of two objects) K.GM.A.1 (Describe attributes of objects)	Capacity Height Weight Length Long (longer) Short (shorter) High (higher) Tall (taller) Heavy (heavier) Light (lighter) Weighs less Weighs more Empty Full Holds less Holds more	Ignite: How Big? Students build cubes and discuss their measurable attributes. 14-1: Describe Attributes of Objects Students describe an object by measurable attributes, including length, height, weight, and capacity. 14-2: Compare Lengths Students compare the length of two objects by aligning the ends of the objects and determining which object is longer. Given drawings of two objects, students identify which object is longer. 14-3: Compare Heights Students compare the height of two objects by aligning the ends of the objects and determining which object is taller. Given drawings of two objects,	Observation Participation Verbal Check for Understanding Lesson Worksheets End of Unit Assessment

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		<p>students identify which object is taller.</p> <p>Math Probe: Comparing Objects</p> <p>Students compare objects based on their measurable attributes.</p> <p>14-4: Compare Weights</p> <p>Students compare the weight of two objects by placing them on a balance and determining which object is heavier. Given drawings of two objects on a balance, students identify which object is heavier.</p> <p>14-5: Compare Capacities</p> <p>Students compare the capacity of two objects by filling each with a set quantity of water/sand and determining which object holds more. Given drawings of two objects, students identify which has greater capacity.</p> <p>Unit Assessment</p> <p>Students will complete the unit assessment independently.</p>	
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