Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Entire Year						
unit 1 Understanding Numbers 1-10 *(updated 8/31/19)*	K.CC.A.3(I) 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). K.CC.C.7(I) Compare two numbers between 1 and 10 presented as written numerals. K.OA.A.1(I) Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.G.A.2(I) Correctly name shapes regardless of their orientations or overall size. K.G.A.3(I) Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").		1. I will identify, order and count numbers 1-10. 2. I will write numbers 1-5. 3. I will identify circles, squares and rectangles.	1.Count objects in the classroom and in a counting book. 2. Identify, order and count numbers 1-5. 3. Discuss number relationships and tell and model story problems. 4. Identify from the number word, count and order numbers 1-5. 5. Identify, order and count numbers 1-5 and draw 4 and 5 objects. 6. Count visualize and draw 1-5 objects. 7. Identify from a number word, count and order numbers 1-5 and draw 1-5 objects. Add and subtract orally to totals of 2 and 3. 8. Describe circles and add and subtract to 5. 9. Identify, order and compare two number 1-5. 10. Identify and classify rectangles by their attributes. 11. Identify and order numbers 1-10 and count 1-10 objects. 12. Identify, order and count with numbers 1-10. Compare 2 numbers. Write the numbers 1,2,3. 13. Identify and order numbers 1-10, count 1-10 objects and compare 2 numbers. 14. Represent addition and subtraction with fingers. Write the numerals 4 and identify groups 4. 15. Identify, order and count numbers 1-10. Compare 2 number, identify groups with 1 - 5 items. 16. Count, write and draw the numeral 5; identify groups of 5. 17. Identify, order and compare 2 numbers 1-10. 18. Problem solving.	Exit Tickets Running Records Formal Assessments (Formative and Summative) Teacher Observations	Students will know that God created numbers. Students will see shapes in God's creation.
Unit 2 5-Groups in Numbers 6-10 *(updated 10/1/19)*	K.CC.A.2(I) Count forward beginning from a given number within the known sequence (instead of having to begin at 1) K.CC.A.3(I) 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). K.CC.C.7(I) Compare two numbers between 1 and 10 presented as written numerals. K.OA.A.1(I) Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or		2. I will write numbers 0-10. 3. I will explore, understand and represent addition and subtraction. 4. I will identify, describe and name triangles and	1. Find groups of 1-10 and identify 5-groups. Build concepts of and subsidize numbers 1-10 using a counting mat. 2. Identify from the number word, count and order numbers 1-6. Make the numbers 6-10 with 5-groups. 3. Identify groups of 6-10 objects. 4. Count out and make numbers 6-10 with 5-groups. Build concepts of and subsidize numbers 1-10 using a counting mat. 5. Act out addition and	Exit Tickets Running Records Formal Assessments (Formative and Summative) Teacher Observations	The students will understand how God created numbers and shapes. Students will look for shapes in God's world.

	verbal explanations, expressions, or equations. K.OA.A.2(I) Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		triangles and hexagons.	subtraction stories from family experiences. Draw 6 objects and write the number six. 6. Create addition and subtraction stories. Count and order numbers through 10. 7. Compare numbers 1-10 and identify if they are equal or not equal. Write and represent numbers 1-10. 8. Draw 7 objects and write the number 7. Order numbers 1-10. 9. Identify from the number word and order numbers 1-10. Count out and make groups of 6-10 with 5-groups. 10. Act out math stories for addition subtraction and partners. Draw 8 objects and write the numeral 8. 11. Create and solve addition and subtraction stories. Write the numeral 9 and draw 9 objects. 12. Build concepts of numbers 1-10. Explore the +1 relationship between numbers/ 13. Identify and classify triangles by their attributes. 14. Build concepts of numbers 1-10. Explore the +1 relationship between numbers. 15. Act out additions, subtraction and partners situations. Write the number 10 and draw 10 objects. 16. Build concepts of numbers 1-10. Explore the -1 relationship between numbers. 17. Identify and classify hexagons by their attributes. 18. Write numbers 1-10. Compare two numbers. 19. Build concepts of numbers 1-10 and explore the -1 relationship between numbers. Order number through 10. 20. Apply mathematical concepts and skills in meaningful contexts. Reinforce the Common Core Mathematical Content Standards and Mathematical practices with a variety of problem-solving situations.		

Unit 3 Teen Number as Tens and Ones *(updated 8/31/19)*	K.CC.A.2(I) Count forward beginning from a given number within the known sequence (instead of having to begin at 1) K.CC.A.3(I) 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). K.CC.B.4(I) Understand the relationship between numbers and quantities; connect counting to cardinality. •a. 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. •b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. •c. Understand that each successive number name refers to a quantity that is one larger. K.CC.C.6(I) Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. K.OA.A.3(I) 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). K.OA.A.4(I) 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. K.G.A.3(I) Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). K.G.B.4(I) Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).		3a. I will write numbers and show and compare numbers in groups and as 5-groups. 3b. I will identify partners of numbers. 3c. I will decompose teen numbers into a group of ten ones and extra ones.	1. Find groups of 1-10 and identify partners. 2. Identify;y 10-groups within teen numbers. 3. Find partners of numbers 2-6. 4. Tell and solve addition and subtraction story problems. 5. Show tens in teen numbers. Draw numbers 6-10 using 5-groups. 6. Find partners of numbers 2-6. Show teen numbers as a group of ten ones and extra ones. 7. Tell ad solve addition and subtraction stories. Show numbers 6-10 using 5-groups. 8. Make teen numbers using 5-groups 9. Compose 2-dimensional shapes. 10. Classify using various attributes, and compare and order the categories by number. 11. Tell ad solve addition and subtraction stories. Show numbers 6-10 using 5-groups. 12. Classify using various attributes and compare and order the categories by number. Using = and not = sign. 13. Practice using 5-groups and making teen numbers. 14. Review using 5-groups and use = and not = signs. 15. Show teen numbers as a groups of ten ones and further ones. Match partners and totals for teen numbers. 16. Tell and solve addition and subtraction stories. Show partners for numbers 2-7. 17. Show all partners for numbers 2-7. Match partner expressions with teen numbers. 18. Show a group of ten when building a teen number. See and record partners for 5,6, and 7. 19. Show a group of ten when making a teen number. Match partners and totals for teen numbers. 20. Make teen numbers with ten ones an further ones. Match partners and totals for teen numbers. 21. Apply mathematical concepts and skills in meaningful contexts. Practice a variety of real world problem solving situations.	Exit Tickets Running Records Formal Assessments (Formative and Summative) Teacher Observations	Understand how God uses numbers to help us make sense of everyday problems.

Unit 4 Partners, Problem Drwaing and Tens *(updated 8/31/19)*	K.CC.A.3(I) 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). K.CC.B.4(I) Understand the relationship between numbers and quantities; connect counting to cardinality. •a. 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. •b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. •c. Understand that each successive number name refers to a quantity that is one larger. K.CC.C.6(I) Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. K.OA.A.1(I) Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.A.2(I) Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.A.3(I) 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). K.OA.A.4(I) 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. K.OA.A.5(I) Fluently add and subtract within 5. K.NBT.A.1(I) Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. K.G.A.1(I) 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. K.G.A.2(I) Correctly name shapes regardless of their orientations or overall size.		4a. I will count objects and compare the number of objects in groups. 4b. I will add and subtract within 10 by composing and decomposing numbers. 4c. I will decompose teen numbers into a group of ten ones and extra ones. 4d. I will identify and describe three-dimensional shapes and describe shapes in relative positions.	4a. I will count objects and compare the number of objects in groups. 4b. I will add and subtract within 10 by composing and decomposing numbers. 4c. I will decompose teen numbers into a group of ten ones and extra ones. 4d. I will identify and describe three-dimensional shapes and describe shapes in relative positions.	Exit Tickets Running Records Formal Assessments (Formative and Summative) Teacher Observations	I will understand how God gives us numbers to make sense of our world and use numbers as a reference.

	K.G.A.3(I) Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). K.G.B.4(I) Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). K.G.B.5(I) Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.					
Unit 5 Consolidation of Concepts *(updated 8/31/19)*	K.CC.A.1(I) Count to 100 by ones and by tens. K.CC.A.2(I) Count forward beginning from a given number within the known sequence (instead of having to begin at 1) K.CC.A.3(I) 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). K.CC.B.4(I) Understand the relationship between numbers and quantities; connect counting to cardinality. •a. 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. •b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. •c. Understand that each successive number name refers to a quantity that is one larger. K.CC.C.6(I) Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. K.OA.A.1(I) Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.A.2(I) Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.A.3(I) 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). K.OA.A.4(I) 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		5a. I will count objects and compare the number of objects in groups. 5b. I will add and subtract within 10 by composing and decomposing numbers. 5c. I will decompose teen numbers into a group of ten ones and extra ones. 5d. I will identify and compare measurable attributes.	1. Create addition and subtraction story problems. Visualize and represent teen numbers as ten ones and extra ones. 2. Create and count stars to make partners of 10 for a classroom display. Count the number of objects in a group through 20. 3. Write equations to show partners of 10 and identify an unknown partner of 10. Count by tens to 100 and show teen numbers as a group of ten ones and extra ones. 4. Tell, retell, and solve addition and subtraction story problems with drawings and equations. Visualize teen numbers as 10 (two 5 groups) and extra ones. 5. Show numbers 1-20 as a group of ten ones and more ones. Practice partners for numbers 7-9 and find the unknown partner when the total and one partner are known. 6. Tell, retell and write equations for addition and subtraction stories. Visualize teen numbers as ten ones and extra	Exit Tickets Running Records Formal Assessments (Formative and Summative) Teacher Observations	I will understand how God helps us use numbers to make sense of our world. I will see the shapes God created in our world.

drawing or equation.

K.OA.A.5(I)
Fluently add and subtract within 5.

K.NBT.A.1(I)
Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

K.MD.A.1(I)
Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.A.2(I)
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. For example, directly compare the heights of two children and describe one child as taller/shorter.

ones.

7. Show numbers 1-20; show the teen numbers as a group of ten ones and further ones. Find the unknown partner when the total and one partner are known.
8. Find all the partners of 2,3,4,5,6, and 10. View teen numbers as ten ones and extra ones and practice finding 10-partners.
9. Visualize teen numbers in sequence as ten ones and extra ones and find the unknown partner when the total and one partner are known. Identify partners of the numbers 6-9.
10. Solve addition and subtraction story problems and visualize teen numbers. Use = and not= signs in comparing.
11. Visualize teen numbers as ten ones and extra ones and find 10- partners.
12. Relate 10-partner drawings to addition equations and find changes in the partners of 10.
13. Count by ones and tens to 100. Find partners of 10 and write and discuss 7-partners.
14. Equalize groups by adding and find partners of 7,8 and 9.
15. Show numbers 1-20; show the teen numbers as a group of ten ones and further ones. Find the unknown partner when the total and one partner are known and find the total of two partners.
16. Tell, retell and solve addition and subtraction stories. Compare the number projects in two groups and take away objects to make groups equal.
17. Visualize teen numbers as ten ones and further ones. Compare the number of objects in groups and compare numbers.
18. Visualize teen numbers as a group of ten ones and further

				ones. 19. Tell, retell and solve addition and subtraction stories. Show teen numbers as a group o ten ones and further ones. 20. Compare the number of objects in groups and compare numbers. Visualize teen numbers as ten ones and further ones. 21. Compare two objects and identify which is longer or shorter. Compare two objects and identify which is taller or shorter. 22. Compare two objects and identity which is heavier or lighter. Compare two containers and identify which has more or less capacity. 23. Apply mathematical concepts and skills in meaningful contexts. Reinforce a variety of problem solving situations.		