

**Building – Elementary School  
Grade Level – Kindergarten  
Subject – Math**

<b>Date Semester</b>	<b>IL Learning Standards</b>	<b>Unit and/or Essential Question Content and/or Skills</b>	<b>Assessments and/or Products</b>
August through May.	<p><u>Goal 6:</u> Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, and division), pattern, ratios, and proportion.</p> <p><u>Goal 7:</u></p>	<p>Daily Classroom Routine: identify numerals out of sequence through 20.</p> <p>Count forward from 1-100.</p> <p>Count forward from any number in the range of 1-20.</p>	Monitor daily at calendar time and throughout the day. Assess by observation.

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	<p>Estimate, make and use measurements of objects, quantities and relationships, and determine acceptable levels of accuracy.</p> <p><u>Goal 10:</u> <u>Collect, organize, and analyze data using statistical methods;</u> <u>predict result;</u> <u>and interpret</u></p>	<p>Construct and follow a daily schedule.</p> <p>Organize, describe, and label simple data displays such as pictographs, tallies, tables, and bar graphs.</p>	

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	<u>uncertainty using concepts of probability.</u>	<p>Compare numerical information derived from tables and graphs.</p> <p>Compare information and make predictions from graphs made by the class.</p> <p>Gather data to answer a simple question.</p>	
September	<u>Goal 9.B.K</u> Identify, describe, classify and compare relationships using points, lines, planes, and solids.	<u>Chapter One: Position &amp; Direction</u> Show understanding of and use direction, location, and position words.	<p>Position and direction rubric.</p> <p>Chapter One test over direction, position, and location.</p>

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	<p>Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportion.</p>	<p><u>Chapter 2: Numbers 0-5</u></p> <ul style="list-style-type: none"> <li>◆ Count</li> <li>◆ Write</li> <li>◆ Identify</li> </ul> <p>Identify numerals out of sequence through 5. Count forward from 0-5.</p> <p>Count forward from any number in the range of 0-5 Match the correct numeral with sets up to five.</p>	<p>Performance assessment rubric 0-5</p> <p>Chapter 2 test</p>
October	Goal 8.A.Ka	<u>Chapter 3: Sorting and Classifying</u>	Performance

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	<p>Sort objects into groups and tell the rule or rationale for the groups.</p> <p>Goal 9.A.Ka Recognize geometric shapes and structures in the environment.</p> <p>Goal 9.A.Kb Identify and name basic shapes.</p>	<p>Describe common and uncommon attributes (all, some, none) in a set.</p> <p>Describe characteristics of shapes.</p> <p>Identify and name circle, square, triangle, and rectangle.</p>	<p>assessment rubric and chapter test.</p>

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	Goal 9.A.Kc Describe some attributes of dimensional shapes.	Describe and sort by one and two attributes.	
October	<u>Goal 8.A.Kb</u> Recognize, describe, translate, duplicate, create, and extend patterns in various formats.	<u>Chapter 4: Patterns</u> Recognize, describe, and extend patterns such as sequences of sounds, motions, shapes, or simple numeric patterns, and translate from one representation to another ( e.g., red-blue-red-blue- translates to snap-clap-snap-clap)	Performance assessment rubric and chapter test  Check lists  Daily assignments

**Building – Elementary School  
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November	<p>Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.</p> <p>6.A.Ka Use concepts that include number recognition, counting, sequence of numbers, one-to-one</p>	<p><u>Chapter 5: Number to 10</u></p> <p>Identify, write, count, and represent numerals in and out of sequence 6 through 10.</p> <p>Identify numbers as even or odd.</p> <p>Count forward and backward using objects or a number line. (0-10)</p> <p>Identify ordinal numbers to 10<sup>th</sup>.</p>	<p>Performance assessment rubric and chapter test</p> <p>Check lists</p> <p>Daily assignments</p>

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	correspondence, and ordinals.		
	State Goal 10: Collect, organize, and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.	<p><u>Chapter 6: Data, Graphing, and Probability</u></p> <p>Organize and compare numerical information, describe, and label simple data displays such as pictographs, tallies, tables, and bar graphs.</p> <p>Gather data to answer a simple question.</p> <p>Determine, describe, and apply the</p>	<p>Performance assessment rubric and chapter test</p> <p>Check lists</p> <p>Daily assignments</p>

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		probabilities of events.	
December	Goal 6, Standard A: Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.	<p><u>Chapter 7</u> Numbers to 20</p> <p>Compare and contrast numbers to 20 to solve problems.</p> <p>Count, write, identify, and represent numbers 11-20.</p> <p>Solve number pattern problems by skip counting by 2's.</p>	<p>Performance assessment rubric and chapter test</p> <p>Check lists</p> <p>Daily assignments</p>

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January	Goal 7: Estimate, make and use measurements of objects, quantities and relationships, and determine acceptable levels of accuracy.	<p><u>Chapter 8</u> Measurement</p> <p>Measure objects using non-standard units.</p> <p>Identify the longer and shorter of two or more objects, putting objects in graduated order.</p> <p>Estimate and measure length.</p> <p>Know tools used to measure.</p> <p>Explore capacity using words more, less, full, and empty to compare how much a container holds.</p> <p>Explore weight of two or more objects using the words heavier and</p>	<p>Performance assessment rubric and chapter test</p> <p>Check lists</p> <p>Daily assignments</p>

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		<p>lighter.</p> <p>Explore temperature and the use of a thermometer.</p>	
February	State Goal 6, Standard A: Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical	<p><u>Chapter 9:</u> Numbers beyond 20</p> <p>Solve number problems by summarizing</p> <p>Count, write, identify, and represent numbers to 30.</p> <p>Explore numbers to one hundred by finding patterns.</p>	<p>Performance assessment rubric and chapter test</p> <p>Check lists</p> <p>Daily assignments</p>

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	<p>setting.</p> <p>6.C.Ka</p>	<p>Count by tens to 100</p> <p>Count by fives to 100.</p> <p>Estimate number of objects in a set.</p>	
	<p>State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes, and space.</p>	<p><u>Chapter 10:</u> Geometry and Factions</p> <p>Solve problems by classifying and categorizing by shape.</p> <p>Sort and name solid figures</p> <p>Identify the relationship between solid and plane figures.</p> <p>Explore the attributes of plane</p>	<p>Performance assessment rubric and chapter test</p> <p>Check lists</p> <p>Daily assignments</p>

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	<p>State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations, patterns rations, and proportion.</p>	<p>figures in different forms and orientations.</p> <p>Solve problems by using logical reasoning to explore symmetry.</p> <p>Introduce the concept of fractions by exploring equal parts and equal groups.</p> <p>Explain the concept of halves and fourths of a whole.</p>	

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March	State Goal 7 Standard A: Measure and compare quantities, using appropriate units, instruments, and methods.	<p><u>Chapter 11</u>: Money</p> <p>Solve problems related to coin identification.</p> <p>Identify and count pennies to ten cents.</p> <p>Identify and count nickels to thirty cents.</p> <p>Identify and count dimes to fifty cents.</p> <p>Compare the values of a penny, a nickel, and a dime.</p>	<p>Performance assessment rubric and chapter test</p> <p>Check lists</p> <p>Daily assignments</p>

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	<p>State Goal 7 Standard A: Measure and compare quantities, using appropriate units, instruments, and methods.</p>	<p><u>Chapter 12</u>: Time</p> <p>Solve problems by sequencing events.</p> <p>Solve problems by using logical reasoning to order events.</p> <p>Tell time to the hour.</p> <p>Tell time to the hour using analog and digital clocks.</p> <p>Identify approximately how long an activity takes.</p>	<p>Performance assessment rubric and chapter test</p> <p>Check lists</p> <p>Daily assignments</p>

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April	<p><u>State Goal 6:</u> Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, and division), pattern, ratios, and proportion.</p> <p>8.C.K</p>	<p><u>Chapter 13</u> Addition Concepts</p> <p>Solve problems by comparing and contrasting groups and exploring addition.</p> <p>Explore addition by joining two groups.</p> <p>Explore addition by increasing a group by one.</p> <p>Use pictures and the + and = signs to show addition.</p> <p>Draw a picture to solve addition problems.</p>	<p>Performance assessment rubric and chapter test</p> <p>Check lists</p> <p>Daily assignments</p>

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	Investigate addition and subtraction using concrete objects.	Show ways to make 4 – 10 with concrete objects.	
May	<u>State Goal 6:</u> Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction,	<u>Chapter 14:</u> Subtraction concepts  Use illustrations to solve number problems.  Explore subtraction by removing objects from sets and describing results.  Explore removing 1 from a group to subtract.	Performance assessment rubric and chapter test  Check lists  Daily assignments

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	<p data-bbox="394 402 726 597">multiplication, and division), pattern, ratios, and proportion.</p> <p data-bbox="394 915 737 1365">8.A.Kb Recognize, describe, translate, duplicate, create, and extend patterns in various formats.</p>	<p data-bbox="777 451 1430 542">Use the – and = signs to show subtraction.</p> <p data-bbox="777 607 1457 698">Solve problems by choosing the correct operation to perform.</p> <p data-bbox="777 760 1356 800">Find differences from 4-10.</p> <p data-bbox="777 915 1446 956">Explore patterns in subtraction.</p>	