

Jefferson County Schools  
Kindergarten Math Curriculum Guide

Proposed instructional period	Dates taught	TN Dept. of Education	Checks for Understanding	Building Blocks (prerequisite skills)	Essential Vocabulary (teacher word) <b>Student Vocabulary</b>	Math Benchmark Assessment Item	Materials/ Resources	Saxon Lessons
		Content Standard/GLE Student Performance Indicator (SPI)						
<b>First Nine Weeks</b>								
All Year		GLE0006.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.			<ul style="list-style-type: none"> <li>➤ <b>Calendar: A chart showing the days, weeks and months of the year.</b></li> <li>➤ <b>Day/Date: A phrase or number that denotes a particular day of the month.</b></li> <li>➤ week</li> <li>➤ months</li> <li>➤ year</li> <li>➤ calendar</li> <li>➤ day/date</li> </ul>		<ul style="list-style-type: none"> <li>➤ Taught in all Saxon Math Lessons</li> <li>➤ Teddy Bear Counters</li> <li>➤ Math Centers</li> <li>➤ Dot Cubes</li> <li>➤ Math Centers</li> <li>➤ Morning Meeting</li> </ul>	All Lessons
All year		GLE 0006.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.	0006.1.2 Begin to develop the concept of estimation using concrete objects.		<ul style="list-style-type: none"> <li>➤ estimation</li> </ul>		<ul style="list-style-type: none"> <li>➤ 100 day activities</li> <li>➤ Linking cubes</li> <li>➤ Math centers</li> <li>➤ TO</li> </ul>	Lesson 18,28,44,73,89, 113,127  Lesson 83,84,87 (measurement)

All Year		GLE 0006.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and /or formulas.	0006.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.		➤ Algorithms: A set of step-by-step instructions for carrying out a computation or solving a problem.		<ul style="list-style-type: none"> <li>➤ Dot Cubes</li> <li>➤ Morning Meeting</li> <li>➤ TO</li> </ul>	Lesson 75,109  Lesson 18, 28, 44, 73, 89, 127
1 <sup>st</sup> 9 weeks		GLE 0006.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas and communicate solution strategies.	0006.2.16 Model, demonstrate, and solve word problems that illustrate addition and subtraction.		<ul style="list-style-type: none"> <li>➤ <b>Break apart/ Take away: To remove, to subtract.</b></li> <li>➤ <b>Minus: Made less by the subtraction of a number or removal of members of a set number or removal of members of a set.</b></li> <li>➤ <b>Less than/More than/Same: Comparative words used to indicate a smaller amount, a larger amount or an equal amount.</b></li> <li>➤ <b>Put together/ Count on: To add by joining more to a set; putting two or more sets together, continuing to the positive direction (right)</b></li> <li>➤ Break apart/ Take</li> </ul>		<ul style="list-style-type: none"> <li>➤ Graphs</li> <li>➤ Teddy Bear Counters</li> <li>➤ TO</li> </ul>	Lesson '18,27

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All Year		GLE 0006.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs set up and solve problems and interpret solutions.	<ul style="list-style-type: none"> <li>✓ 0006.1.1 Model addition and subtraction (using a number chart, number line and or concrete objects)</li> <li>✓ 0006.1.8 Recognize a thermometer as a way of measuring temperature.</li> </ul>		<ul style="list-style-type: none"> <li>➤ <b>Number: A quantity, an amount, how many in a set, a quantity that can be expressed by a numeral.</b></li> <li>➤ <b>Number line: A line on which every point represents a real number.</b></li> <li>➤ <b>Numeral: A symbol used to represent a number.</b></li> <li>➤ <b>Cardinal Number: A number used to name how many</b></li> <li>➤ <b>Thermometer: An instrument for measuring temperature.</b></li> <li>➤ <b>Temperature: A measure of how cold or hot something is.</b></li> <li>➤ Number</li> <li>➤ Cardinal number</li> <li>➤ Number line</li> <li>➤ Numeral</li> <li>➤ Thermometer</li> <li>➤ temperature</li> </ul>		<ul style="list-style-type: none"> <li>➤ Oral Assessment 9 &amp;10</li> <li>➤ Dot Cubes</li> <li>➤ Teddy Bear Counters</li> <li>➤ Morning Meeting</li> <li>➤ TO</li> </ul>	Lesson 5, 6, 11, 18, 22, 28, 44, 58, 73, 82, 89, 107, 127, 135

All Year		GLE 0006.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	<ul style="list-style-type: none"> <li>✓ 0006.1.3 Use words to describe time (day, night, morning, afternoon, yesterday, today, tomorrow)</li> <li>✓ 0006.1.4 Tell Time to the hour</li> <li>✓ 0006.1.7 Use words to describe temperature ( hot, warm, cool, cold)</li> </ul>	➤	<ul style="list-style-type: none"> <li>➤ <b>Day: A phrase or number that denotes a particular day of the month.</b></li> <li>➤ day</li> <li>➤ date</li> <li>➤ <b>clock</b></li> <li>➤ <b>Hour: A day is divided into 24 equal parts; an hour is 60 minutes or 3600 seconds; 12 hours are shown on a clock.</b></li> <li>➤ clock</li> <li>➤ hour</li> </ul>		<ul style="list-style-type: none"> <li>➤ Judy Clocks</li> <li>➤ Math Centers 18,19</li> <li>➤ TO</li> </ul>	Lesson 45,47  Weather Unit  Morning Mtg.
All Year		GLE0006.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.	<ul style="list-style-type: none"> <li>✓ 0006.1.5 Recognize a calendar as a way to measure time.</li> <li>✓ 0006.1.6 Name and identify coins and their values.</li> <li>✓ 0006.1.9 Use age appropriate books, stories and videos to convey ideas of mathematics.</li> </ul>	➤	<ul style="list-style-type: none"> <li>➤ <b>Calendar: A chart showing the days, weeks and months of the year.</b></li> <li>➤ <b>Day: A phrase or number that denotes a particular day of the month.</b></li> <li>➤ day</li> <li>➤ date</li> <li>➤ <b>money</b></li> <li>➤ <b>Coin: A round circular flat piece of metal used as money.</b></li> <li>➤ value</li> <li>➤ coin</li> </ul>		<ul style="list-style-type: none"> <li>➤ Saxon</li> <li>➤ Math/Mountain Lang.</li> <li>➤ Morning Meeting</li> <li>➤ TO</li> <li>➤ Oral</li> <li>➤ Assmt 10</li> <li>➤ Lesson 100</li> </ul>	Lesson 1-25 Morning Mtgs.  Lesson 124  Oral Assmt. 10 / Lesson 100
3 <sup>rd</sup> , 4 <sup>th</sup> 9 weeks		GLE 0006.1.8 Use technologies/ Manipulative appropriately to develop understanding of	<ul style="list-style-type: none"> <li>✓ 0006.1.4 Tell Time to the hour</li> <li>✓ 0006.1.8 Recognize thermometer as a device to</li> </ul>	➤	<ul style="list-style-type: none"> <li>➤ <b>Clock</b></li> <li>➤ <b>Hour: A day is divided into 24 equal parts; an hour is 60 minutes or 3600</b></li> </ul>		<ul style="list-style-type: none"> <li>➤ Judy Clocks</li> <li>➤ Math Centers 18,19</li> <li>➤ Thermometer</li> </ul>	Lesson 45,47  Lesson 132

		mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	<p>measure temperature.</p> <ul style="list-style-type: none"> <li>✓ Identify and name coins and value.</li> </ul>		<p><b>seconds; 12 hours are shown on a clock.</b></p> <ul style="list-style-type: none"> <li>➤ hour</li> <li>➤ <b>Thermometer: An instrument for measuring temperature.</b></li> <li>➤ temperature</li> <li>➤ <b>money</b></li> <li>➤ value</li> <li>➤ coin</li> </ul>		<ul style="list-style-type: none"> <li>➤ Real or play money</li> <li>➤ TO</li> </ul>	<p>Lesson 41,65,67,68,81,91,92,94,96,113,116</p>
2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> 9 weeks		GLE 000.6.2.1 Count objects in a set and use numbers, including written numerals to 25.	<ul style="list-style-type: none"> <li>✓ 0006.2.1 Count objects to 25 using one to one correspondence and identify the quantity in the counted group.</li> <li>✓ 0006.2.2 Match quantities to 25 with numerals and written words.</li> <li>✓ 0006.2.3 Count backward from 10 to 1</li> <li>✓ 000.2.4 Count to 20 by twos.</li> </ul>		<ul style="list-style-type: none"> <li>➤ <b>Number: A quantity, an amount, how many in a set, a quantity that can be expressed by a numeral.</b></li> <li>➤ Cardinal number</li> <li>➤ <b>backward</b></li> </ul>		<ul style="list-style-type: none"> <li>➤ Teddy Bear Counters</li> <li>➤ Pattern Blocks</li> <li>➤ Pictograph</li> <li>➤ File Folder Games</li> <li>➤ Student # cards, Story Mats</li> <li>➤ Math Center 65</li> <li>➤ Oral Assmt.4</li> <li>➤ Lesson 40</li> <li>➤ Oral Assmt. 5</li> <li>➤ Lesson 50</li> </ul>	<p>Lesson 1,2,3,4,7,8,9</p> <p>Lesson 24, 42, 61, 62, 69</p> <p>Calendar/Lesson 36</p> <p>Lesson 117,118</p>



			<p>single-digit numbers whose total or difference between 0 and 10</p> <p>✓ 0006.2.14 Understand that add as “put together” or “count on” and solve addition problems with sums less than 20.</p> <p>✓ 0006.2.15 Understand subtraction as “break apart” or “take away” and solve subtraction using numbers 1-10.</p> <p>✓ 0006.2.16 Model, demonstrates, and solves story problems that illustrate addition and subtraction.</p>		<p><b>positive direction (right) when counting on the number line.</b></p> <ul style="list-style-type: none"> <li>➤ <b>apart</b></li> <li>➤ put together</li> <li>➤ count on</li> <li>➤ break apart</li> <li>➤ take away</li> </ul>			
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All Year		GLE 0006.2.5 Model the numbers 1 through 10 as sums or differences of different sets of whole numbers (composing and decomposing numbers).	<ul style="list-style-type: none"> <li>✓ 0006.2.10 Recognize 6 through 10 as “five and some ones”</li>   <li>0006.2.17 Understand that numbers can be represented by different groupings.</li> </ul>		<ul style="list-style-type: none"> <li>➤ <b>Some</b></li> <li>➤ <b>Less than/More than/Same: Comparative words used to indicate a smaller amount, a larger amount, a larger amount or an equal amount.</b></li>   <li>➤ Some</li> <li>➤ Less than</li> <li>➤ More than</li> <li>➤ Same</li> <li>➤ Tally</li> <li>➤ graph</li> </ul>		<ul style="list-style-type: none"> <li>➤ TO</li> <li>➤ Staggered Enrollment</li> <li>➤ Oral Assmt. 2 /</li> <li>➤ Lesson 20</li> </ul>	Lesson 7,8,9,13,41,64
All Year		GLE 0006.3.1 Identify, duplicate, and extend simple number patterns and sequential and growing patterns.	<ul style="list-style-type: none"> <li>✓ 0006.3.2 Name, copy, and extend patterns.</li> <li>✓ 0006.3.3 Translate simple patterns into rules</li> </ul>		<ul style="list-style-type: none"> <li>➤ <b>Pattern: A repeated design, a repeated cycle of elements. Recognizing patterns can help in making predictions.</b></li> <li>➤ pattern</li> </ul>		<ul style="list-style-type: none"> <li>➤ Math Center 22,46 TO</li> <li>➤ Oral Assmt. 7/ lesson 70</li> </ul>	Morning Mtg./ Calendar Lesson 25, 26, 33, 55, 56, 66, 88, 95
1 <sup>st</sup> 9 weeks		GLE 0006.3.2 Recognize attributes (such as color, shape, size) and patterns (such as repeated pairs, bilateral symmetry)	<ul style="list-style-type: none"> <li>✓ 0006.3.1 Use a variety of manipulative (such a connecting cubes, number cards, shapes) to create patterns.</li> <li>✓ 0006.3.4 Sort, order and classify objects by attribute and identify objects that do not belong in a particular group.</li> </ul>		<ul style="list-style-type: none"> <li>➤ shape</li> <li>➤ sort</li> <li>➤ size</li>   <li>➤ <b>Sort: To put into groups with things having shared attributes; for example, sorting by shape, size and color.</b></li> <li>➤ size</li> <li>➤ <b>Shape: A geometric form of an object, a figure or two-dimensional object.</b></li> </ul>	1-1 1-2 1-3  1-7 1-8 1-9	<ul style="list-style-type: none"> <li>➤ Shape Hunt</li> <li>➤ TO</li> </ul>	Lesson 14, 15, 19, 31



All Year		GLE 0006.4.1 Interpret and describe the physical world with geometric ideas and vocabulary.	<ul style="list-style-type: none"> <li>✓ 0006.4.1 Identify, name, and describe a variety of shapes (i.e. circles, squares, triangles, rectangles, hexagons, trapezoids) shown in various positions.</li> <li>✓ 0006.4.2 Identify, name, and describe three – dimensional shapes (such as spheres, cube, cone, cylinder)</li> <li>✓ 0006.4.3 Sort plane figures into groups, name and describe the attributes of the shapes (such as number of sides and corners (vertices)).</li> <li>✓ 0006.4.4 Sort solid figures into groups, name and describe the attributes of the shapes.</li> <li>✓ 0006.4.5 Use basic shapes and spatial reasoning to model objects and construct more complex shapes.</li> </ul>		<ul style="list-style-type: none"> <li>➤ <b>Shape: A geometric form of an object, a figure or two-dimensional object.</b></li> <li>➤ <b>Circle: A set of points, (in a plane), which are all the same distance from the center point. This distance is called the radius of the circle.</b></li> <li>➤ <b>Rectangle: A parallelogram with four right angles; a square is a special rectangle with four congruent sides.</b></li> <li>➤ <b>Square: A 4-sided polygon (quadrilateral) where all sides are congruent (have equal length), opposite sides are parallel, and every angle is a right angle (90 degrees)</b></li> <li>➤ <b>Triangle: A closed plane figure that has 3 sides and 3 angles.</b></li> <li>➤ hexagon</li> <li>➤ rectangle</li> <li>➤ circle</li> <li>➤ square</li> <li>➤ triangle</li> <li>➤ sphere</li> <li>➤ trapezoid</li> <li>➤ cube</li> <li>➤ cylinder</li> <li>➤ cone</li> </ul>		<ul style="list-style-type: none"> <li>➤ Pattern Blocks</li> <li>➤ Blocks</li> <li>➤ Legos</li> <li>➤ Center Activities</li> <li>➤ Matrix with Shape Pieces</li> <li>➤ TO</li> <li>➤ Oral Assmt.1 Lesson 10</li> <li>➤ Oral Assmt. 13</li> <li>➤ Lesson 130</li> <li>➤ Geo Boards/ Foam Shapes</li> <li>➤ Brigrance</li> <li>➤ TO</li> <li>➤ Geoboards/ Math Center 30,44</li> <li>➤ Puzzles/ Pattern Blocks</li> </ul>	<p>Lesson 61</p> <p>Lesson 19,31,32,43,104</p> <p>Lesson 57,63,79,105</p> <p>Lesson 63, 86</p> <p>Lesson 29</p>
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2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> 9 Weeks		GLE 0006.5.1 Sort objects and use one or more attributes to solve problems.	✓ 0006.5.1 Sort objects into sets and describe how the objects are sorted.  0006.5.3 Collect and count data		➤ <b>Sort: To put into groups with things having shared attributes; for example, sorting by shape, size and color.</b>  ➤ sort		➤ Graphs ➤ glyphs	
1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> 9 Weeks		GLE 0006.5.2 Re-sort objects using new attributes	✓ 0006.5.2 Sort objects in different ways...		➤ <b>sort</b> ➤ sort		➤ Teddy Bears ➤ TO ➤ Oral Assmt. 6 ➤ Lesson 60	Lesson 16, 17, 19, 23, 43, 85

All Year		<p>GLE 0006.4.2 Use positional terms to specify locations with simple relationships</p>	<p>✓ 0006.4.6 Identify positions such as beside, inside, outside, above, below, between, on, over, under, near, far, forward, backward, top, middle, bottom, left, right) using models, illustrations and stories.</p>	<ul style="list-style-type: none"> <li>➤ <b>Above: A positional word indicating a location directly overhead or on top of.</b></li> <li>➤ <b>behind</b></li> <li>➤ <b>Below: A positional word indicating beneath or lower than something else.</b></li> <li>➤ <b>Under: A positional word used to express the concept of being beneath or below something, directly below or underneath something.</b></li> <li>➤ <b>Above: A positional word indicating a location directly overhead or on top of.</b></li> <li>➤ <b>Below: A positional word indicating beneath or lower than something else.</b></li> <li>➤ <b>Inside: A positional word indicating the interior part of something, the place or part within.</b></li> <li>➤ <b>Outside: A positional word indicating the exterior part of something, the part beyond the borders.</b></li> <li>➤ <b>Left: The opposite of right; west when facing</b></li> </ul>	<p>1-4 1-5 1-6</p>	<ul style="list-style-type: none"> <li>➤ Apple /Worm Activity</li> <li>➤ Balance/Baske <ul style="list-style-type: none"> <li>➤ TO</li> </ul> </li> <li>Oral Assmt. 1</li> <li>➤ Lesson 10</li> </ul>	<p>Lesson 19,31,32,43,104</p> <p>Lesson 12</p>
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3 <sup>rd</sup> 9Weeks		GLE 0006.4.3 Compare and order measurable attributes of objects directly (by comparing them with each other) and indirectly (by comparing both with a third object)	✓ 0006.4.7 Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller, lighter, heavier, and holds more).		<ul style="list-style-type: none"> <li>➤ <b>Shorter/ longer, Heavier/ lighter, colder/ warmer:</b></li> <li><b>Comparative words for length, weight and temperature</b></li> <li>➤ shorter</li> <li>➤ longer</li> <li>➤ lighter</li> <li>➤ heavier</li> <li>➤ colder</li> <li>➤ warmer</li> </ul>		<ul style="list-style-type: none"> <li>➤ Balance Scales</li> <li>➤ TO</li> </ul>	Lesson 53,72
3 <sup>rd</sup> , 4 <sup>th</sup>		GLE 0006.3.3 Describe qualitative change.	✓ 0006.3.5 Describe change in attributes according to qualitative criteria such as longer/shorter, colder/warmer, and heavier/lighter.		<ul style="list-style-type: none"> <li>➤ <b>longer</b></li> <li>➤ <b>shorter</b></li> <li>➤ <b>lighter</b></li> <li>➤ <b>heavier</b></li> <li>➤ <b>colder</b></li> <li>➤ <b>warmer</b></li> <li>➤ longer</li> <li>➤ shorter</li> <li>➤ lighter</li> <li>➤ heavier</li> <li>➤ colder</li> <li>➤ warmer</li> </ul>		<ul style="list-style-type: none"> <li>➤ Linking cubes</li> <li>➤ Measuring cups</li> <li>➤ Balance scales</li> </ul>	Lesson 53, 72, 77, 78, 83, 87, 93