

Davison Community Schools
Kindergarten Mathematics

Course Outline

Unit 1: Foundational Counting Principles and Skills

Unit 2: Naming and Describing Shapes; Counting

Unit 3: Reading, Writing, and Using Numbers; Making Comparisons

Unit 4: Advanced Counting; Composing/Decomposing Numbers and Shapes; Measurable Attributes

Unit 5: Exploring Teen Numbers

Unit 6: Exploring 3-D Shapes and Measurable Attributes; Representing Addition and Subtraction

Unit 7: Addition and Subtraction Strategies; Expanding Number Sense

Unit 8: Numbers that Add to 10; Early Fact Fluency

Unit 9: Measurement and Spatial Thinking

Priority Standards

K.CC.1	Count to 100 by ones and by tens.
K.CC.3	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.4	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.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects
K.G.2	Correctly name shapes regardless of their orientations or overall size.
K.OA.2	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.5	Fluently add and subtract within 5.
K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.