Course Description: This curriculum has been written to align with the revised MO Learning Standards for Math (approved by the state board of education in April of 2016). Eureka Math continues to be our primary math resource, and this curriculum has been written as a guide for utilizing this resource to teach the revised MO Learning Standards for Math.

Kindergarten Scope and Sequence

	Module	Timeframe
1	**Numbers to 10**	**9 weeks**
2	**2D and 3D Shapes**	**2 weeks**
3	**Comparison of Length, Weight, Capacity, and Numbers to 10**	**8 weeks**
4	**Number Pairs, Addition and Subtraction to 10**	**9 weeks**
5	**Number 10 - 20 and Counting to 100**	**6 weeks**
6	**Coins**	**2 weeks**

Module 1
Numbers to 10

Standards addressed:
K.NS.A.2 Count forward beginning from a given number between 1 and 20.
K.NS.A.3 Count backward from a given number between 10 and 1.
K.NS.A.4 Read and write numerals and represent a number of objects from 0 to 20.
K.NS.B.5 Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
K.NS.B.6 Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.
K.NS.B.7 Demonstrate that each successive number name refers to a quantity that is one larger than the previous number.
K.NS.B.9 Demonstrate that a number can be used to represent "how many" are in a set.
K.RA.A.3 Decompose numbers less than or equal to 10 in more than one way.
K.DS.A.1 Classify objects into given categories; count the number of objects in each category.

K.DS.A.2 Compare category counts using appropriate language.
Supporting Standards:

Essential Questions:
What are the number names and how are they important?
How do I count to find out "how many"?
How do I compare and order numbers?

Learning targets:
Students will write 0-20
Students will say number name sequence to 100 and be able to count forward from any given number.
Students will identify decade words to 100 in sequence.
Students will identify patterns when writing and saying numbers.
Students will count one to one.
Students will be able to say that the last number called tells the amount of object.
Students will be able to say each successive number means one more.
Students will identify greater, less than, equal to.
Students will identify numbers 0-10.

Content vocabulary:
greater than, less than, equal to

Standard(s)	Topic	Number of Days
K.DS.A.1 K.DS.A.2	**Attributes of Two Related Objects**	3
K.NS.B.5 K.NS.B.6 K.DS.A.1 K.DS.A.2	**Classify to Make Categories and Count**	3
K.NS.B.5 K.NS.B.6 K.NS.B.9 K.RA.A.3 K.DS.A.1 K.DS.A.2	**Numbers to 5 in Different Configurations, Math Drawings, and Expressions**	5
K.NS.A.4 K.NS.B.5 K.NS.B.6 K.NS.B.9	**The Concept of Zero and Working with Numbers 0-5**	5
	Mid-Module Assessment	3
K.NS.A.4 K.NS.B.5 K.NS.B.6 K.NS.B.9	**Working with Numbers 6-8 in Different Configurations**	6
K.NS.A.4 K.NS.B.5 K.NS.B.6 K.NS.B.9	**Working with Numbers 9-10 in Different Configurations**	6

K.NS.A.2 K.NS.B.5 K.NS.B.6 K.NS.B.7	**One More with Numbers 0-10**	4
K.NS.A.3 K.NS.B.5 K.NS.B.6 K.NS.B.7	**One Less with Numbers 0-10**	5
	End of Module Assessment	3

Module 2 **Two Dimensional and Three-Dimensional Shapes**
Standards addressed: **K.GM.C.6** Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size. **K.GM.C.8** Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes. **K.DS.A.1** Classify objects into given categories; count the number of objects in each category. **K.DS.A.2** Compare category counts using appropriate language. **K.GM.C.7** Describe the relative positions of objects in space. **K.GM.C.9** Draw or model simple two-dimensional shapes. **K.GM.C.10** Compose simple shapes to form larger shapes using manipulatives. **Supporting standards:**
Essential Questions: How do I describe objects using shape names and positional words?
Learning targets: Students will identify plane shapes. Students will identify solid shapes. Students will put together shapes to compose other shapes. Students will identify positional words. Students will identify if the shape is 2-D or 3-D.
Content vocabulary: square, circle, rectangle, triangle, hexagon, cone, sphere, cube, cylinder, above, below, beside, in front, behind

Standard(s)	**Topic**	**Number of Days**
K.GM.C.6 K.GM.C.8 K.DS.A.1 K.DS.A.2 K.GM.C.7 K.GM.C.9 K.GM.C.10	**Two-Dimensional Flat Shapes**	5
K.GM.C.6	**Three-Dimensional Solid Shapes**	3

Standard(s)	Topic	Number of Days
K.GM.C.8 K.DS.A.1 K.DS.A.2 K.GM.C.7		
K.GM.C.6 K.GM.C.8 K.DS.A.1 K.DS.A.2	**Two-Dimensional and Three-Dimensional Shapes**	2
	End of Module Assessment	2

Module 3 **Comparison of Length, Weight, Capacity, and Numbers to 10**

Standards addressed:
K.GM.A.1 Describe several measurable attributes of objects.
K.GM.A.2 Compare the measurable attributes of two objects.
K.NS.B.7 Demonstrate that each successive number name refers to a quantity that is one
      larger than the previous number.
K.NS.B.9 Demonstrate that a number can be used to represent "how many" are in a set.
K.NS.C.10 Compare two or more sets of objects and identify which set is equal to, more than
      or less than the other.
K.NS.C.11 Compare two numerals, between 1 and 10, and determine which is more than or
      less than the other.
Supporting standards:

Essential Questions: How do I compare and order numbers? How are numbers organized in groups of 10? How do I measure an object? How do I classify, represent and interpret data?
Learning targets: Students will identify greater, less than, equal to. Students will identify numbers 0-10. Students will discuss how digits are used to make numbers in base 10 form. Students will identify teens are composed of 10s and ones Students will compose and decompose teen numbers into a ten and some ones. Students will compose numbers to make 10 and decompose numbers to take apart 10. Students will identify length. Students will identify weight. Students will compare two measurements. Students will classify/sort into groups. Students will count the number of objects in a group and sort by number in a group.
Content vocabulary: digits, teens, length, weight, classify

Standard(s)	Topic	Number of Days
K.GM.A.1 K.GM.A.2	**Comparison of Length and Weight**	3

K.GM.A.1 K.GM.A.2 K.NS.B.7 K.NS.B.9 K.NS.C.10	**Comparison of Length and Height of Linking Cube Sticks within 10**	4
K.GM.A.1 K.GM.A.2	**Comparison of Weight**	5
K.GM.A.1 K.GM.A.2	**Comparison of Volume**	3
	Mid Module Assessment	3
K.NS.C.10	**Are There Enough?**	4
K.NS.B.7 K.NS.C.10 K.NS.C.11 K.GM.A.2	**Comparison of Sets with 10**	5
K.NS.B.7 K.NS.C.10 K.NS.C.11	**Comparison of Numerals**	
K.GM.A.1 K.GM.A.2 K.NS.C.10 K.NS.C.11	**Clarification of Measurable Attributes**	4
	End of Module Assessment	3

Module 4 **Number Pairs, Addition and Subtraction to 10**
Standards addressed: **K.RA.A.1** Represent addition and subtraction within 10. **K.RA.A.2** Demonstrate fluency for addition and subtraction within 5. **K.RA.A.3** Decompose numbers less than or equal to 10 in more than one way. **K.RA.A.4** Make 10 for any number from 1 to 9. **Supporting standards:**
Essential Questions: How do I compose/addition and decompose/subtraction number 0-10?
Learning targets: Students will use multiple strategies for solving addition/subtraction equations. Students will solve addition/subtraction word problems. Students will fluently add/subtract within 5.

Content vocabulary: addition, subtraction		

Standard(s)	Topic	Number of Days
K.RA.A.1 **K.RA.A.2** **K.RA.A.3**	**Compositions and Decompositions of 2, 3, 4, and 5**	6
K.RA.A.1 **K.RA.A.3** **K.RA.A.4**	**Decompositions of 6, 7, and 8 into Number Pairs**	6
K.RA.A.1 **K.RA.A.3** **K.RA.A.4**	**Addition with Totals of 6, 7, and 8**	6
K.RA.A.1 **K.RA.A.3**	**Subtraction from Numbers to 8**	6
	Mid Module Assessment	3
K.RA.A.3	**Decomposition of 9 and 10 into Number Pairs**	4
K.RA.A.1	**Addition with Totals of 9 and 10**	4
K.RA.A.1 **K.RA.A.3**	**Subtraction from 9 and 10**	4
K.RA.A.1 **K.RA.A.4**	**Patterns with Adding 0 and 1 and Making 10**	5
	End of Module Assessment	3

Module 5 **Numbers 10 - 20 and Counting to 100**

Standards addressed:
K.NBT.A.1 Compose and decompose numbers from 11 to 19 into sets of tens with additional
      Ones.
K.NS.A.1 Count to 100 by ones and tens.
K.NS.A.2 Count forward beginning from a given number between 1 and 20.
K.NS.A.4 Read and write numerals and represent a number of objects from 0 to 20.
K.NS.B.5 Say the number names when counting objects, in the standard order, pairing each
      object with one and only one number name and each number name with one and
      only one object.
K.NS.B.6 Demonstrate that the last number name said tells the number of objects counted
      and the number of objects is the same regardless of their arrangement or the order
      in which they were counted.
K.NS.B.7 Demonstrate that each successive number name refers to a quantity that is one
      larger than the previous number.
K.NS.B.8 Recognize, without counting, the quantity of groups up to 5 objects arranged in

common patterns.

K.NS.B.9 Demonstrate that a number can be used to represent "how many" are in a set.

K.NS.C.10 Compare two or more sets of objects and identify which set is equal to, more than or less than the other.

Supporting standards:

Essential Questions:
How are numbers organized in groups of 10?

Learning targets:
Students will discuss how digits are used to make numbers in base 10 form.
Students will identify teens are composed of 10s and ones
Students will compose and decompose teen numbers into a ten and some ones.
Students will compose numbers to make 10 and decompose numbers to take apart 10.

Content vocabulary:
compose, decompose

Standard(s)	Topic	Number of Days
K.NS.A.1 K.NBT.A.1 K.NS.A.2 K.NS.A.5 K.NS.A.6 K.NS.A.7 K.NS.B.9	**Count 10 Ones and Some Ones**	5
K.NS.A.1 K.NS.A.2 K.NS.A.4 K.NS.A.5 K.NS.A.6 K.NS.A.7 K.NS.A.8 K.NS.B.9 K.NS.B.9	**Compose Numbers 11-20 from 10 Ones and Some Ones; Represent and Write Teen Numbers**	4
K.NS.A.4 K.NS.A.5 K.NS.A.6 K.NS.A.7 K.NS.B.9 K.NBT.A.1	**Compose Numbers 11-20, and Count to Answer "How Many?" Questions in Varied Configurations**	5
	Mid Module Assessment	3
K.NS.A.1 K.NS.A.2 K.NS.A.3 K.NS.A.4 K.NS.A.7 K.NS.B.9 K.NBT.A.1	**Extend the Say Ten and Regular Count Sequence to 100**	5

K.NS.A.1 K.NS.A.2 K.NS.A.3 K.NS.A.4 K.NS.A.7 K.NS.B.9 K.NBT.A.1 K.NS.C.10	**Represent and Apply Compositions and Decompositions of Teen Numbers**	5
	End of Module Assessment	3

Module **6** Coins
Standards addressed: K.GM.B.5 Identify pennies, nickels, dimes and quarters. **Supporting standards:**
Essential Questions: What is money?
Learning targets: Students will identify penny, nickel, dime, quarter. Students will identify the value of a penny, nickel, dime quarter.
Content vocabulary: value, bills, coins, penny, nickel, dime, quarter, currency.

Standard(s)	Topic	Number of Days
K.GM.B.5	**Pennies**	2
K.GM.B.5	**Nickels**	2
K.GM.B.5	**Dimes**	2
K.GM.B.5	**Quarters**	2
K.GM.B.5	**Mixed Coins - Roll and Name**	2

**Standards addressed outside of the math block
K.GM.B.3 Demonstrate an understanding of concepts of time and devices that measure time - addressed with the class schedule.
K.GM.B.4 Name the days of the week - addressed daily with calendar activities.