

Kindergarten Saxon Math Curriculum Guide

	Sections and Lessons	Key Standards Addressed in Section	Approximate Dates
MAP September 15–26, 2014	Section 1: Lessons 1-10 Counting Objects, Days of the Week, Months of the Year, Graphs to Show More & Less, Counting 1 to 1 Correspondence, AB Color Patterns, Identifying Shapes	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 5 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–5, count out that many objects.	September
	Section 2: Lessons 11-20 Sorting Objects by Color, Describing Position of Objects, Counting 1 to 1 Correspondence, Using Manipulatives to Solve Problems, Identifying Rectangles & Circles	K.G.1 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.2 Correctly name shapes regardless of their orientations or overall size. K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). K.G.4 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).	Late September

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Extended Response I November 12–19, 2014	Section 3: Lessons 21-30 Using Numerals to Describe Sets of Objects, Using Graphs to Compare Numbers, Naming Shape, Color & Size, AB Color Patterns, Ordinal Position, Sequencing Daily Events	<p>K.CC.3 Write numbers from 0 to 5. Represent a number of objects with a written numeral 0-5 (with 0 representing a count of no objects).</p> <p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>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.</p> <p>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.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5 Count to answer “how many?” questions about as many as 5 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–5, count out that many objects.</p>	Early October
	Section 4: Lessons 31-40 Identifying Triangles & Squares, Extending AB Patterns, Sorting by Attribute, Counting Strategies, Forward & Backward	<p>K.G.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p>K.CC.5 Count to answer “how many?” questions about as many as 5 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–5, count out that many objects.</p>	Late October

Kindergarten Saxon Math Curriculum Guide (Page 3)		Key Standards Addressed in Section	Approximate Dates
MAP January 12–26, 2015	Section 5: Lessons 41-50 Identifying Pennies, Naming Shape, Color & Size, Story Problems with Pennies, Telling Time, Ordinal Position, Numerals on Number Lines, Cent Symbol, Identifying Objects that do not Belong, Acting out Story Problems	<p>K.G.1 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.</p> <p>K.G.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.5 Fluently add and subtract within 5.</p>	Nov
	Section 6: Lessons 51-60 Using Money, Ordinal Numbers, AB & ABB Patterns with Shapes, Comparing Weight, Color/Shape Matrix, Making Shapes on a Geoboard, Grouping by Twos and Threes	<p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>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.</p> <p>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.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.6 Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”</p>	Dec
Common Core Geometry Mini-Unit		Time Frame: 1 week (December)	
End of Trimester 1: December 3, 2014			

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Extended Response II March 2–13, 2015	Section 7: Lessons 61-70 Cubes & Faces, Using Models to Show Numbers, Counting by Ten, Identifying Dimes, ABB Patterns, Sharing	K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). K.G.4 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.CC.1 Count to 100 by ones and by tens.	Jan
	Section 8: Lessons 71-80 Comparing Sets, Ordering by Weight, Counting on, Identifying Numbers to 20, Capacity Using Cups, Solving Word Problems	K.CC.3 Write numbers from 0 to 10. Represent a number of objects with a written numeral 0-10 (with 0 representing a count of no objects). K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. K.MD.2 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.	Feb

Kindergarten Saxon Math Curriculum Guide (Page 5)		Key Standards Addressed in Section	Approximate Dates
Extended Response II March 2–13, 2015	Section 9 Lessons 81-90 Value of Dimes, Seasons, Comparing Length, Naming Shape, Color & Size, Making Designs with Shapes, ABC Patterns, Acting out Word Problems, Using Manipulatives to Solve Word Problems, Capacity	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. K.MD.2 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. K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Early March
	End of Trimester 2: March 17, 2015		
	Section 10: Lessons 91-100 Identifying Nickels, Counting by Five, Cylinder, Comparing Objects by Height, ABC Patterns, Dividing into Equal Parts, Comparing Sets, Solving Word Problems, Days of the Week	K.MD.2 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. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 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.3 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.4 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.	Late March

Kindergarten Saxon Math Curriculum Guide (Page 6)		Key Standards Addressed in Section	Approximate Dates
MAP May 20–June 8, 2015	Section 11: Lessons 101-110 Using Shapes to Make ABBC Patterns & Designs, Equal Shares, Comparing Numbers, Right & Left, Identifying Shape & Size, Measuring Length, Using Pictures to Record Results on a Graph, Comparing Numbers, Solving Word Problems, Penny, Nickel & Dime	<p>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>K.CC.6 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.</p> <p>K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>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.</p> <p>K.OA.3 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 $5 = 4 + 1$).</p>	April
	Section 12: Lessons 111-120 Identifying Numbers to 30, Sphere, Ordering by Size, Identifying Quarter & Dollar, Using Coins, Finding Half, Doubles, Equivalent Sets, Acting out Word Problems with Manipulatives, Capacity, Length	<p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>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).</p> <p>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.</p> <p>K.NBT.1 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.</p>	Early May

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Getting Ready for First Grade	<p>Section 13: Lessons 121-130</p> <p>Drawing Pictures to Solve Problems, Cones, Using Shapes to Represent Concrete Objects, Identifying Time of Day, Counting by Two, Even/Odd, Measuring Distance, Acting Out Stories, Symmetrical Designs</p>	<p>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.</p> <p>K.G.1 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.</p> <p>K.G.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p>K.G.4 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).</p> <p>K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	Late May
	<p>Section 14: Lessons 131-135 Lessons A-D</p> <p>Comparing Length, Comparing Height, Equal Parts, Halves/Fourths, Temperature</p>	<p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2 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.</p>	June
End of Trimester 3: June 18, 2015			