Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE*

Grade Level: Kindergarten	**Curricular Area: Mathematics**	
Unit 1: **Numbers and Operations**	**Unit 2:** **Measurement**	**Unit 3:** **Geometry**
1A **Count, write, and order numbers**	**2A** **Explore concepts of time**	**3A** **Create, explore, and describe shapes**
1B **Compose and decompose numbers**	**2B** **Explore other measurement attributes**	**3B** **Explore geometric patterns**
1C **Add and subtract whole numbers**		
1D **Explore number patterns**		

Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Mathematics/Unit 1 - Numbers and Operations

Outcome 1A: Count, write, and order numbers

Grade Level Content Expectations (GLCEs)	**Michigan Benchmarks**	**Teaching the Faith Activities**
N.ME.00.01 Count whole numbers and recognize how many objects are in sets to 30. N.ME.00.02 Use one-to-one correspondence to compare and order sets of objects to 30 using the phrases: same number, more than, or less than; use counting and matching. N.ME.00.03 Compare and order numbers to 30 using the phrases: more than or less than. N.ME.00.04 Read and write numerals to 30 and connect them to the quantities they represent. N.ME.00.05 Count orally to 100 by ones. Count to 30 by 2's, 5's, and 10's using grouped objects as needed.	IV.1.1 Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals. IV.2.2 Explore and recognize different representations for the same number and explain why they are the same. IV.2.3 Investigate ways numbers are used (e.g., counting, ordering, naming, locating, measuring). IV.3.1 Compare and order numbers using "equal," "less than" or "greater than." I.1.1 Recognize, describe, and extend numerical and geometric patterns.	▪ Count and compare the number of letters in each child's first name. Who had more/less? Comment, God made people different from one another, but He loves each one the same. ▪ Discuss the one-to-one correspondence God gave to our bodies: one nose to one face; one tongue to one mouth. Name others. Discuss how God made each part of our body for a special purpose. ▪ Ask children to count the number of toys in their bedrooms or playrooms. Return the answers on slip of paper. Total the number on a calculator during circle time. Write the number on the chalkboard. Talk about God's blessings. ▪ Form a circle on the floor with red and green numbers (0-30), in mixed order. Children walk on the cards as they sing an Advent or Christmas song. When the song is finished, the children name the numeral they're standing on. ▪ Jesus was 40 days old at the time of His presentation. To establish the concept of "40," count off the days from December 25 to February 2. ▪ Match plastic Easter eggs to numbered baskets, 1-20.

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1A Count, Write and Order Numbers **Teacher: _____** **Grade Level: Kindergarten**	**Curricular Area: Mathematics/Unit 1-Numbers and Operations** **School Year:**				
Michigan Standard, *Benchmark*, or *GLCE* (The *italicized* indicates the one used)	**Dates Taught (month/day/initials):**				
IV.1.1 Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals.					
N.ME.00.01 Count whole numbers and recognize how many objects are in sets to 30.					
N.ME.00.02 Use one-to-one correspondence to compare and order sets of objects to 30 using the phrases: same number, more than, or less than; use counting and matching.					
N.ME.00.03 Compare and order numbers to 30 using the phrases: more than or less than.					
N.ME.00.04 Read and write numerals to 30 and connect them to the quantities they represent.					
I.1.1 Recognize, describe, and extend numerical and geometric patterns.					
N.ME.00.05 Count orally to 100 by ones. Count to 30 by 2's, 5's, and 10's using grouped objects as needed.					
IV.2.3 Investigate ways numbers are used (e.g., counting, ordering, naming, locating, measuring).					

Outcome: 1B: Compose and decompose numbers

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
N.ME.00.06 Understand the numbers 1 to 30 as having one, or two, or three groups of tens with some ones. Also count by tens with objects in ten groups to 100. N.MR.00.07 Compose and decompose numbers from 2 to 10, e.g., 5 = 4 + 1 = 2 + 3, with attention to the additive structure of numbers, e.g., 6 is 1 more than 5, 7 is one more than 6. N.MR.00.08 Describe and make drawings to represent situations/stories involving putting together and taking apart for totals up to 10; use finger and object counting.	IV.1.2 Investigate and develop and understanding of the base-10 place-value system. IV.2.2 Explore and recognize different representations for the same number and explain why they are the same. IV.1.4 Apply their understanding of number systems to model and solve problems. V.1.1 Use manipulatives to model operations with numbers; develop their own methods of recording operations; and relate their models and recordings to standard symbolic expressions and algorithms. V.2.1 Write and solve open sentences (e.g., x + y = 5) and write stories to fit the open sentence.	▪ Display pictures of families drawn by the children in corresponding sets—families of five on top of each other, etc. Compare numbers. Discuss how God gave us our families to love. ▪ Place a set of 2-10 Christian Christmas cards in front of a child. Let the child count the set. Child closes eyes while you add or remove one or two pieces. The child must then tell you if the new set is more or less than before. ▪ Give 20 dandelions/flowers to each child in a small group. Call out, "3." Each child picks up 3. Then call out, "4." Children add 4 more and answer, "7." Call out "6." Children add 6 more and answer, "13." Call out, "2." Children add 2 more and answer, "15." Start again and continue in this manner. Discuss how God gives us lots of beautiful things in nature to enjoy.

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1B Compose and decompose numbers **Teacher: _____** **Grade Level: Kindergarten**	**Curricular Area: Mathematics/Unit 1-Numbers and Operations** **School Year:**				
Michigan Standard, *Benchmark,* or *Grade Level Content Expectation* (The *italicized* indicates the one used)	**Dates Taught (month/day/initials):**				
N.ME.00.06 Understand the numbers 1 to 30 as having one, or two, or three groups of tens with some ones. Also count by tens with objects in ten groups to 100.					
IV.2.2 Explore and recognize different representations for the same number and explain why they are the same					
N.MR.00.07 Compose and decompose numbers from 2 to 10, e.g., 5 = 4 + 1 = 2 + 3, with attention to the additive structure of numbers, e.g., 6 is 1 more than 5, 7 is one more than 6.					
N.MR.00.08 Describe and make drawings to represent situations/stories involving putting together and taking apart for totals up to 10; use finger and object counting.					
IV.1.4 Apply their understanding of number systems to model and solve problems.					
V.1.1 Use manipulatives to model operations with numbers; develop their own methods of recording operations; and relate their models and recordings to standard symbolic expressions and algorithms.					
V.2.1 Write and solve open sentences (e.g., x + y = 5) and write stories to fit the open sentence.					

Outcome: 1C: Add and subtract whole numbers

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
N.MR.00.09 Record mathematical thinking by writing simple addition and subtraction sentences, e.g., 7 + 2 = 9 and 10 – 8 = 2.	V.1.1 Use manipulatives to model operations with numbers; develop their own methods of recording operations; and relate their models and recordings to standard symbolic expressions and algorithms.	▪ Make several sets of Easter cards showing Easter symbols (e.g., one cross, two butterflies, three colored eggs, four Easter lilies). Children can combine picture cards to make up addition problems.

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1C Add and subtract whole numbers **Teacher: _____** **Grade Level: Kindergarten**	**Curricular Area: Mathematics/Unit 1-Numbers and Operations** **School Year:**				
Michigan Standard, *Benchmark,* or *Grade Level Content Expectation* (The *italicized* indicates the one used)	**Dates Taught (month/day/initials):**				
V.1.1 Use manipulatives to model operations with numbers; develop their own methods of recording operations; and relate their models and recordings to standard symbolic expressions and algorithms.					
N.MR.00.09 Record mathematical thinking by writing simple addition and subtraction sentences, e.g., 7 + 2 = 9 and 10 – 8 = 2.					

Outcome: 1D: Explore number patterns

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
N.MR.00.10 Create, describe, and extend simple patterns.	I.1.1 Recognize, describe and extend numerical and geometric patterns.	▪ Make several copies of Easter symbols (cross, butterfly, Easter lily). Children can extend the pattern set out for them or create their own.

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1D Explore number patterns **Teacher: _____** **Grade Level: Kindergarten**	**Curricular Area: Mathematics/Unit-Numbers and Operations** **School Year:**				
Michigan Standard, Benchmark, or *Grade Level Content Expectation* (The *italicized* indicates the one used)	**Dates Taught (month/day/initials):**				
N.MR.00.10 Create, describe, and extend simple patterns.					

Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Mathematics/Unit 2 - Measurement

Outcome: 2A: Explore concepts of time

Grade Level Content Expectations (GLCEs)	**Michigan Benchmarks**	**Teaching the Faith Activities**
M.UN.00.01 Know and use the common words for the parts of the day (morning, afternoon, evening, night) and relative time (yesterday, today, tomorrow, last week, next year). M.TE.00.02 Identify tools that measure time (clocks measure hours and minutes; calendars measure days, week, and months). M.UN.00.03 Identify daily landmark times to the nearest hour (lunchtime is 12 o'clock, bedtime is 8 o'clock)	II.3.1 Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement.	▪ Sing "Jesus in the Morning." Identify the times of day mentioned in the song. ▪ Make a large clock on the floor with tape. Include numbers and the hour hand pointing to 12. A small group walks around the clock singing, "Jesus Loves Me." After the song, point a minute hand at individuals who then chime this hour. Stress how Jesus loves us anytime of the day.

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2A Explore concepts of time **Teacher: _____** **Grade Level: Kindergarten**	**Curricular Area: Mathematics/Unit 2 - Measurement** **School Year:**				
Michigan Standard, Benchmark, or *Grade Level Content Expectation* (The *italicized* indicates the one used)	**Dates Taught (month/day/initials):**				
M.UN.00.01 Know and use the common words for the parts of the day (morning, afternoon, evening, night) and relative time (yesterday, today, tomorrow, last week, next year).					
M.TE.00.02 Identify tools that measure time (clocks measure hours and minutes; calendars measure days, week, and months).					
M.UN.00.03 Identify daily landmark times to the nearest hour (lunchtime is 12 o'clock, bedtime is 8 o'clock)					

Outcome: 2B: Explore other measurement attributes

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
M.UN.00.04 Compare two or more objects by length, weight, and capacity (e.g., which is shorter; longer; taller?). M.PS.00.05 Compare length and weight of objects by comparing to reference objects and using terms such as shorter, longer, taller, lighter, heavier.	II.3.1 Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement. II.3.2 Identify the attribute to be measured and select the appropriate unit of measurement for length, mass (weight), area, perimeter, capacity, time, temperature, and money.	▪ Measure smiles with a tape measure. Whose smile is the longest? Shortest? Discuss how Jesus makes us happy. ▪ Measure a tractor-trailer truck with a yard/meter stick. Invite the truck driver to talk about the job. Thank God for this helper. ▪ In a small group, use strings to measure the shortest child from wrist to shoulder, ankle to waist, and waist to neck. Cut each string in half and lay on newsprint. Add circle head, shoes and mittens. This string person is half the child's size. Try again with the tallest child. Compare. Ask, who makes us grow tall? ▪ Partners measure each other on the floor with candy hearts. Is there more love in a bigger person? How do you measure love? Who puts love into our hearts? ▪ Find the tallest/shortest Easter lily on the church altar.

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2B Explore other measurement attributes **Teacher: _____** **Grade Level: Kindergarten**	**Curricular Area: Mathematics/Unit 2 - Measurement** **School Year:**				
Michigan Standard, *Benchmark,* or *Grade Level Content Expectation* (The *italicized* indicates the one used)	**Dates Taught (month/day/initials):**				
M.UN.00.04 Compare two or more objects by length, weight, and capacity (e.g., which is shorter; longer; taller?).					
M.PS.00.05 Compare length and weight of objects by comparing to reference objects and using terms such as shorter, longer, taller, lighter, heavier.					
II.3.2 Identify the attribute to be measured and select the appropriate unit of measurement for length, mass (weight), area, perimeter, capacity, time, temperature, and money.					

Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Mathematics/Unit 3 - Geometry

Outcome: 3A: Create, explore, and describe shapes

Grade Level Content Expectations (GLCEs)	**Michigan Benchmarks**	**Teaching the Faith Activities**
G.GS.00.01 Relate familiar 3-dimentional objects inside and outside the classroom to their geometric name, e.g., ball/sphere, box/cube, soup can/cylinder, ice cream cone/cone, refrigerator/prism. G.GS.00.02 Identify, sort, and classify objects by attribute and identify objects that do not belong in a particular group.	II.1.1 Recognize and name familiar shapes in one, two, and three dimensions such as lines, rectangles and spheres and informally discuss the shape of a graph. II.1.2 Describe the attributes of familiar shapes. II.1.3 Compare, sort and classify familiar shapes. II.1.7 Use shape, shape properties and shape relationships to describe the physical world and to solve problems. VI.2.2 Explore and recognize different representations for the same number and explain why they are the same.	▪ Check a partner's knee cap, eye pupil, fingernail, tooth, ear opening, palm, leg and foot. Is it shaped more like a rectangle or a circle? Use rectangles and circles to make a body. Thank God for our wonderful bodies! ▪ Classify leaves by texture, blindfolded. Use rough leaves like elm, smooth leaves like poplar or palm, and needlelike foliage. Why did God make leaves feel different? ▪ Read a book describing various kinds of shapes. What shapes do you see outside the classroom window in God's world? ▪ Each child should write/dictate something they are thankful for on a paper feather. Classify the feathers by size. Classify the blessings into people, food, material objects, etc. ▪ Cut a crown into puzzle pieces of triangles, squares, and rectangles. Have children put the puzzle together. After they succeed easily, add extra pieces. As children work, talk about the kings who came to visit Jesus, the greatest King.

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3A Create, explore, and describe shapes **Teacher: _____** **Grade Level: Kindergarten**	**Curricular Area: Mathematics/Unit 3 - Geometry** **School Year:**				
Michigan Standard, *Benchmark,* or Grade Level Content Expectation (The *italicized* indicates the one used)	**Dates Taught (month/day/initials):**				
II.1.1 Recognize and name familiar shapes in one, two, and three dimensions such as lines, rectangles and spheres and informally discuss the shape of a graph.					
II.1.2 Describe the attributes of familiar shapes.					
II.1.3 Compare, sort and classify familiar shapes.					
II.1.7 Use shape, shape properties and shape relationships to describe the physical world and to solve problems.					

Outcome: 3B: Explore geometric patterns

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
G.GS.00.03 Create, describe, and extend simple geometric patterns.	I.1.1 Recognize, describe and extend numerical and geometric patterns. I.1.5 Apply their experiences with patterns to help solve problems and explore new content. II.1.4 Draw and build familiar shapes.	▪ Punch out die-cut shapes of Christian symbols (e.g., cross, butterfly, etc.) Have children create new patterns or extend existing patterns. ▪ Go into the church. Look for patterns in the stained glass windows, windows or in other areas of the church.

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3B Explore geometric patterns **Teacher: _____** **Grade Level: Kindergarten**	**Curricular Area: Math - Geometry** **School Year:**				
Michigan Standard, *Benchmark,* or Grade Level Content Expectation (The *italicized* indicates the one used)	**Dates Taught (month/day/initials):**				
I.1.1 Recognize, describe and extend numerical and geometric patterns.					
I.1.5 Apply their experiences with patterns to help solve problems and explore new content.					
II.1.4 Draw and build familiar shapes.					