

Kindergarten

Marion Public Schools Mathematics Curriculum Alignment

GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT		
<p><i>N.ME.00.01 Count objects in sets up to 30.</i></p>	<p>IV. Number Sense and Numeration</p>	<p>IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations.</p>	<p>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.2.3 Investigate ways numbers are used (counting, ordering, naming, locating, measuring).</p>	<p>Investigations: Book 3 - Counting, Collecting and Measuring (all) Book 4 - Counting Ourselves and Others (Investigation 1: How Many Are We?) Math Their Way: Chapters 4 and 5 - Counting</p>	<p>Clarification Document Assessment, Performance Based Assessment</p>		

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<p><i>N.ME.00.02 Use one to one correspondence to compare and order sets of objects to 30 using phrases such as "same number" "more than" or "less than"; using counting and matching.</i></p>	<p>IV. Number Sense and Numeration VI. Probability and Discrete Mathematics</p>	<p>IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.3: Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers. VI.2: Students investigate practical situations such as scheduling, routing, sequencing, networking, organizing and classifying, and analyze ideas like recurrence relations, induction, iteration, and algorithm design,</p>	<p>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.3.1 Compare and order numbers using "equal", "less than", or "greater than." VI.2.2 Explore sets and set relationships by sorting and classifying objects.</p>	<p>Investigations: Book 3 - Counting, Collecting and Measuring (all) Book 4 - Counting Ourselves and Others (Investigation 1: How Many Are We?) Math Their Way: Chapters 4 and 5 - Counting</p>	<p>Clarification Document Assessment, Math Their Way Assessment 2: One-to-One Correspondence.</p>		

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<p><i>N.ME.00.03 Compare and order numbers to 30 using phrases such as "more than" or "less than."</i></p>	<p>IV. Number Sense and Numeration</p>	<p>IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.3: Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers.</p>	<p>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.3.1 Compare and order numbers using "equal", "less than", or "greater than."</p>	<p>Investigations: Book 3 - Counting, Collecting and Measuring (all) Book 4 - Counting Ourselves and Others (Investigation 1: How Many Are We?) Math Their Way: Chapters 4 and 5 - Counting</p>	<p>Clarification Document Assessment, Math Their Way Assessment 7: Numeral Recognition, Performance Based</p>		

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<p><i>N.ME.00.04 Read and write numerals to 30 and connect them to the quantities they represent.</i></p>	<p>IV. Number Sense and Numeration</p>	<p>IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations.</p>	<p>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.2.3 Investigate ways numbers are used (counting, ordering, naming, locating, measuring).</p>	<p>Math Their Way: Chapter 6 - Numeral Writing Mastering Math Facts: How Fast Can You Write? Math Poems daily review.</p>	<p>Clarification Document Assessment, Student Work Samples, Math Their Way: Assessment 8: Numeral Writing</p>		

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<p><i>N.ME.00.05 Count orally to 100 by ones. Count to 30 by 2s, 5s, and 10s using grouped objects as needed.</i></p>	<p>I. Patterns, Relationships and Functions Number Sense and Numeration</p>	<p>1.1: Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representations of mathematical relationships. IV.2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations.</p>	<p>I.1.1 Recognize, describe and extend numerical and geometric patterns. IV.2.3 Investigate ways numbers are used (counting, ordering, naming, locating, measuring).</p>	<p>Investigations: Book 4 - Counting Ourselves and Others (Investigation 1: Counting Eyes), Math Their Way: Chapters 4 and 5 - Counting Clarification Document Instruction</p>	<p>Performance Based: One on One Math Their Way: Assessment 1 - Rote Counting</p>		

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<p><i>N.ME.00.06</i> <i>Understand the numbers 1 to 30 as having one, or two, or three groups of ten and some ones. Also, count by tens with objects in ten- groups to 100.</i></p>	<p>IV. Number Sense and Numeration</p>	<p>IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations.</p>	<p>IV.1.2 Investigate and develop an 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.</p>	<p>Investigations: Book 4 - Counting Ourselves and Others (Investigation 1: Counting Eyes) Math Their Way: Morning Routine Activities Clarification Document Instruction</p>	<p>Clarification Document Assessment</p>		

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<p><i>N.MR.00.07</i> Compose and decompose numbers from 2 to 10, e.g., $5=4+1=2+3$, with attention to the additive structure of number systems, e.g., 6 is 1 more than 5, 7 is one more than 6.</p>	<p>IV. Number Sense and Numeration</p>	<p>IV.2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations.</p>	<p>IV.2.2 Explore and recognize different representations for the same number and explain why they are the same.</p>	<p>Investigations: Book 6 - How Many In All? (all) Math Their Way: Chapter 7 - Number at the Concept Level</p>	<p>Clarification Document Assessment, Math Their Way: Assessment 9A: Simple Addition and Subtraction Concept Level</p>		

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<p>N.MR.00.08 <i>Describe and make drawings to represent situations/stories involving putting together and taking apart for totals up to 10; use finger and object counting.</i></p>	<p>IV. Number Sense and Numeration V. Numerical and Algebraic Operations and Analytical Thinking</p>	<p>IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. V.1: Students understand and use various types of operations (addition, subtraction, multiplication, division) to solve problems. V.2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.</p>	<p>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 and write stories to fit the open sentence.</p>	<p>Investigations: Book 6 - How Many In All? (Investigation 3: Story Problems), Math Their Way: Chapter 7: Word Problems Clarification Document Instruction</p>	<p>Clarification Document Assessment, Math Their Way: Assessment 10 - Visualization Teacher Created.</p>		

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<p><i>N.MR.00.09 Record mathematical thinking by writing simple addition and subtraction sentences e.g., $7 + 2 = 9$, $10 - 8 = 2$.</i></p>	<p>V. Numerical and Algebraic Operations and Analytical Thinking</p>	<p>V.1: Students understand and use various types of operations (addition, subtraction, multiplication, division) to solve problems.</p>	<p>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.</p>	<p>Math Their Way: Chapter 7: Number at the Concept Level</p>	<p>Clarification Document Assessment, Math Their Way: Assessment 9B: Simple Addition and Subtraction Connecting Level, Assessment 9C: Simple Addition and Subtraction Symbolic Level</p>		
<p><i>N.MR.00.10 Create, describe, and extend simple number patterns.</i></p>	<p>I. Patterns, Relationships and Functions</p>	<p>1.1: Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representations of mathematical relationships.</p>	<p>I.1.1 Recognize, describe and extend numerical and geometric patterns.</p>	<p>Investigations: Book 2 - Pattern Trains and Hopscotch Paths (Investigation 2: Patterns on the Pocket Chart) Clarification Document Instruction</p>	<p>Clarification Document Assessment, Number Pattern Worksheets</p>		

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<i>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).</i>	II. Geometry and Measurement	II.3: Students compare attributes of two objects, or of one object with a standard, and analyze situations to determine what measurements should be made and to what level of precision.	II.3.1 Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement.	Investigations: Book 1 - Mathematical Thinking In Kindergarten (Investigation 3: Calendar), Harcourt Trophies, Math Their Way: Calendar Activities	Clarification Document Assessment, Teacher observation during Calendar Activities.		
<i>M.TE.00.02 Identify tools that measure time (clocks measure hours and minutes; calendars measure days, weeks, and months).</i>	II. Geometry and Measurement	II.3: Students compare attributes of two objects, or of one object with a standard, and analyze situations to determine what measurements should be made and to what level of precision.	II.3.1 Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement.	Investigations: Book 1 - Mathematical Thinking In Kindergarten (Investigation 3: Calendar), Harcourt Trophies, Clarification Document Instruction, Math Their Way: Calendar Activities	Clarification Document Assessment, Teacher observation during Calendar Activities.		
<i>M.UN.00.03 Identify daily landmark times to the nearest hour (lunchtime is 12 o'clock; bedtime is 8 o'clock).</i>	II. Geometry and Measurement	II.3: Students compare attributes of two objects, or of one object with a standard, and analyze situations to determine what measurements should be made and to what level of precision.	II.3.1 Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement.	Clarification Document Instruction, Math Their Way: Chapter 7 - Measurement (Telling Time)	Clarification Document Assessment, Teacher observation during Calendar Activities.		

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<p>M.UN.00.04 <i>Compare two or more objects by length, weight and capacity, e.g., which is shorter, longer, taller?</i></p>	<p>II. Geometry and Measurement</p>	<p>II.3: Students compare attributes of two objects, or of one object with a standard, and analyze situations to determine what measurements should be made and to what level of precision.</p>	<p>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, area, perimeter, capacity, time, temperature and money.</p>	<p>Investigations: Book 3 - Collecting, Counting and Measuring (Investigation 3: Comparing Towers, Measurement Towers, Measurement Table) Book 6 - How Many in All? (Investigation 1: Counting and Measuring, Measuring with Sticks, Measuring with Cubes) Investigations (First Grade): Book 1 - Bigger, Taller, Heavier, Smaller (Investigation 1: Weighing and Balancing, Investigation 2: Filling) Math Their Way: Chapter 7 - Measurement, Chapter 5 - Comparing</p>	<p>Clarification Document Assessment, Performance Based</p>		

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<p>M.PS.00.05 <i>Compare length and weight of objects by comparing to reference objects, and use terms such as shorter, longer, taller, lighter, heavier.</i></p>	<p>II. Geometry and Measurement</p>	<p>II.3: Students compare attributes of two objects, or of one object with a standard, and analyze situations to determine what measurements should be made and to what level of precision.</p>	<p>II.3.1 Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement.</p>	<p>Investigations: Book 3 - Collecting, Counting and Measurement (Investigation 3: Comparing Towers, Measurement Towers, Measurement Table) Investigations (First Grade): Book 1 - Bigger, Taller, Heavier, Smaller (Investigation 1: Weighing and Balancing, Investigation 2: Filling) Math Their Way: Chapter 7 - Measurement, Chapter 5 - Comparing</p>	<p>Clarification Document Assessment, Measurement Worksheet</p>		

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<p><i>G.GS.00.01 Relate familiar three-dimensional 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.</i></p>	<p>II. Geometry and Measurement</p>	<p>II.1: Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes.</p>	<p>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.1.3 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.</p>	<p>Investigations: Book 5 - Making Shapes and Building Blocks (all)</p>	<p>Clarification Document Assessment</p>		

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<p><i>G.GS.00.02 Identify, sort, and classify objects by attribute and identify objects that do not belong in a particular group.</i></p>	<p>II. Geometry and Measurement VI. Probability and Discrete Mathematics</p>	<p>II.1: Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. VI.2: Students investigate practical situations such as scheduling, routing, sequencing, networking, organizing and classifying, and analyze ideas like recurrence relations, induction, iteration, and algorithm design,</p>	<p>II.1.2 Describe the attributes of familiar shapes. II.1.3 Compare, sort and classify familiar shapes. VI.2.2 Explore sets and set relationships by sorting and classifying objects.</p>	<p>Investigations: Book 2 - Counting Ourselves and Others (all) Math Their Way: Chapter 9 - Organizing Information</p>	<p>Clarification Document Assessment, Performance Based Assessment</p>		

