

Curriculum Guide for Kindergarten Numbers

Unit 1: Lessons 1-30

6 weeks

MK5.1, MK5.2, MK5.3, MK5.4, MK5.5, MK5.6, MK5.8

Biblical Worldview Questions

**How do you think God feels about numbers and counting?
Why is it important to understand where numbers come from?**

| Objectives | Methods | Resources | Assessment |
|---|--|--|---|
| <p>The students will</p> <ol style="list-style-type: none"> 1. count 1-20 2. recognize numerals 1-14 3. group objects from 1-14 4. identify and name shapes: circle, square, triangle, rectangle 5. name and extend a pattern 6. describe placement using positional words 7. use comparison words in math sentences 8. write numerals 1-5 9. identify and name a penny 10. explain how numerals are part of number families 11. name after numbers 12. describe position using ordinal numbers 1st – 5th | <ul style="list-style-type: none"> • Direct instruction • Model • Guided practice • Active participation • Visual representations • Counting games • Students think aloud | <ul style="list-style-type: none"> • <i>A Beka K5 Teacher Texts: Daily Teaching Plan, Number Skills</i> • Numeral Picture books • <i>A Beka Number Skills</i> student worksheets • <i>A Beka Number Visual Aids</i> (flashcards, charts, games) • Teacher-made, supplemental numeral worksheets and activities • Student-made numeral books • Counting manipulatives • Demonstration clock • Student clocks • Rulers • Drawing paper • Journals • Online videos and learning games • Student number cards • Play money • Student desk calendar • Number games | <ul style="list-style-type: none"> • Observation • Oral evaluations • Written (selected response) evaluations • Running records |

Unit 2: Lessons 31-60

6 weeks

MK5.1, MK5.2, MK5.3, MK5.4, MK5.5, MK5.7, MK5.9

Biblical Worldview Questions

**How is reading numbers similar to reading words?
 Why is it important to identify patterns in relation to God's Word?
 Why did God create time and why is it important for us to tell time?**

| Objectives | Methods | Resources | Assessment |
|--|--|--|---|
| The students will 1. count 1-79 2. recognize numerals 15-59 3. tell time to the hour 4. write numerals 6-10 5. add on one 6. name and extend a pattern | <ul style="list-style-type: none"> • Direct instruction • Model • Guided practice • Active participation • Visual representations • Counting games • Students think aloud | <ul style="list-style-type: none"> • <i>A Beka K5 Teacher Texts: Daily Teaching Plan, Number Skills</i> • Numeral Picture books • <i>A Beka Number Skills</i> student worksheets • <i>A Beka Number</i> Visual Aids (flashcards, charts, games) • Teacher-made, supplemental numeral worksheets and activities • Student-made numeral books • Counting manipulatives • Demonstration clock • Student clocks • Rulers • Drawing paper • Journals • Online videos and learning games • Student number cards • Play money • Student desk calendar • Number games | <ul style="list-style-type: none"> • Observation • Oral evaluations • Written (selected response) evaluations • Running records |

Unit 3: Lessons 61-90

6 weeks

MK5.1, MK5.2, MK5.3, MK5.4, MK5.5, MK5.6, MK5.9

Biblical Worldview Questions

Why do Christians need to know how to count money and know how much things cost?

How is adding important to God?

| Objectives | Methods | Resources | Assessment |
|--|--|--|---|
| <p>The students will</p> <ol style="list-style-type: none"> 1. count 1-100 2. count to 100 by 10s 3. recognize numerals 60-100 4. write numerals 11-49 5. add 0 6. identify after numbers 7. combine numerals to identify the sum of addition families one – five 8. identify and name the dime and dollar 9. describe position using ordinal numbers 6th – 10th 10. name and extend a pattern | <ul style="list-style-type: none"> • Direct instruction • Model • Guided practice • Active participation • Visual representations • Counting games • Students think aloud | <ul style="list-style-type: none"> • <i>A Beka K5 Teacher Texts: Daily Teaching Plan, Number Skills</i> • Numeral Picture books • <i>A Beka Number Skills</i> student worksheets • <i>A Beka Number</i> Visual Aids (flashcards, charts, games) • Teacher-made, supplemental numeral worksheets and activities • Student-made numeral books • Counting manipulatives • Demonstration clock • Student clocks • Rulers • Drawing paper • Journals • Online videos and learning games • Student number cards • Play money • Student desk calendar • Number games | <ul style="list-style-type: none"> • Observation • Oral evaluations • Written (selected response) evaluations • Running records |

Unit 4: Lessons 91-120

6 weeks

MK5.1, MK5.2, MK5.3, MK5.4, MK5.5, MK5.6, MK5.7, MK5.9

Biblical Worldview Questions

How does counting reflect God's nature?

What does the Bible say about money?

What is the purpose of a calendar to God?

| Objectives | Methods | Resources | Assessment |
|---|--|--|---|
| <p>The students will</p> <ol style="list-style-type: none"> 1. count to 100 by 5s 2. recognize number words one-ten 3. write numerals 50-100 4. write by 10s to 100 5. identify before/after numbers 6. combine numerals to identify the sum of addition family six 7. identify and name the nickel 8. describe position using ordinal numbers 6th – 10th 9. complete a blank calendar daily by adding date 10. describe the information provided by a calendar (month, year, day, date) 11. recognize/identify ½ of an object 12. tell time to the half hour | <ul style="list-style-type: none"> • Direct instruction • Model • Guided practice • Active participation • Visual representations • Counting games • Students think aloud | <ul style="list-style-type: none"> • <i>A Beka K5 Teacher Texts: Daily Teaching Plan, Number Skills</i> • Numeral Picture books • <i>A Beka Number Skills</i> student worksheets • <i>A Beka Number</i> Visual Aids (flashcards, charts, games) • Teacher-made, supplemental numeral worksheets and activities • Student-made numeral books • Counting manipulatives • Demonstration clock • Student clocks • Rulers • Drawing paper • Journals • Online videos and learning games • Student number cards • Play money • Student desk calendar • Number games | <ul style="list-style-type: none"> • Observation • Oral evaluations • Written (selected response) evaluations • Running records |

Unit 5: Lessons 121-150

6 weeks

MK5.1, MK5.2, MK5.3, MK5.4, MK5.6, MK5.7, MK5.9

Biblical Worldview Questions

Why should we learn to count in different ways?

Why do Christians need to be able to measure?

How is subtracting like God?

| Objectives | Methods | Resources | Assessment |
|--|--|---|---|
| <p>The students will</p> <ol style="list-style-type: none"> 1. count to 100 by 2s 2. recognize number words one-ten 3. write numerals 50-100 4. write by 2s and 5s to 100 5. identify before/between numbers to 100 6. combine numerals to identify the sum of addition family seven and eight 7. identify and name the quarter 8. recognize/identify 1 inch on a ruler 9. show 1 inch on a ruler 10. write a group of numbers in order from smallest to largest 11. add unlike coins (nickel and penny) 12. subtract one and subtract all of a number | <ul style="list-style-type: none"> • Direct instruction • Model • Guided practice • Active participation • Visual representations • Counting games • Students think aloud | <ul style="list-style-type: none"> • <i>A Beka K5</i> Teacher Texts: <i>Daily Teaching Plan, Number Skills</i> • Numeral Picture books • <i>A Beka Number Skills</i> student worksheets • <i>A Beka Number</i> Visual Aids (flashcards, charts, games) • Teacher-made, supplemental numeral worksheets and activities • Student-made numeral books • Counting manipulatives • Demonstration clock • Student clocks • Rulers • Drawing paper • Journals • Online videos and learning games • Student number cards • Play money • Student desk calendar • Number games | <ul style="list-style-type: none"> • Observation • Oral evaluations • Written (selected response) evaluations • Running records |

Unit 6: Lessons 151-170

6 weeks

MK5.1, MK5.2, MK5.9

Biblical Worldview Questions

Why should we practice to perfect our skills after learning?

How do you think God feels about numbers?

| Objectives | Methods | Resources | Assessment |
|---|--|--|---|
| <p>The students will</p> <ol style="list-style-type: none"> 1. combine numerals to identify the sum of addition family nine and ten 2. write by 2s to 100 | <ul style="list-style-type: none"> • Direct instruction • Model • Guided practice • Active participation • Visual representations • Counting games • Students think aloud | <ul style="list-style-type: none"> • <i>A Beka K5 Teacher Texts: Daily Teaching Plan, Number Skills</i> • Numeral Picture books • <i>A Beka Number Skills</i> student worksheets • <i>A Beka Number Visual Aids</i> (flashcards, charts, games) • Teacher-made, supplemental numeral worksheets and activities • Student-made numeral books • Counting manipulatives • Demonstration clock • Student clocks • Rulers • Drawing paper • Journals • Online videos and learning games • Student number cards • Play money • Student desk calendar • Number games | <ul style="list-style-type: none"> • Observation • Oral evaluations • Written (selected response) evaluations • Running records |