

Mathematical Practices		Research-based Instructional Practices
<p>Week 1: Review Prerequisites Skills & Beginning of the Year Assessment</p> <ul style="list-style-type: none"> Classroom Rules/Routines Patterns - Understand simple patterns --- K.OA.13. Duplicate and extend simple patterns using concrete objects. Number Identification ex. (Number Talk – Flashing Numbers) Money Identification (ex. This is a quarter, this is a dime, etc.) Shapes Identification (ex. This is a square, this is a circle, etc.) & Model shapes in the world by building them from sticks, clay balls, or other components and by drawing them. K.G.22. 	<p>https://www.didax.com/math/virtual-manipulatives.html</p> <p>https://www.khanacademy.org/math/cc-kindergarten-math</p> <p>https://www.splashlearn.com/math-games-for-kindergarteners</p> <p>https://jr.brainpop.com/math/</p> <p>https://www.mathgames.com/kindergarten</p> <p>https://www.teachthought.com/technology/25-best-math-resources-2018/</p>	



Kindergarten First Quarter
Pacing Guide

Mathematics

Introduction to Your Mathematics Pacing Guide

Week 1 Prerequisite Skills & Beginning of the Year Assessment

Week 2-9 1st Nine Weeks Go Math

Foundations of Counting (Counting & Cardinality)	Operations & Algebraic Thinking/ Operations with Numbers	Data Analysis/ Measurement	Geometry
<p>Chapter 1</p> <p>Chapter 2</p> <p>Chapter 3</p> <p>Know number names and the count sequence</p> <p>K.FC.3. Write numerals from 0 to 20.</p> <ul style="list-style-type: none"> ✓ I CAN write numbers from 0 up to 20. ✓Lesson 1.2, 1.4, 1.9, 1.10 ✓Lesson 3.2, 3.4, 3.6, 3.8 <p>Count to tell the number of objects.</p> <p>K.FC.4: Connect counting to cardinality using a variety of concrete objects.</p> <ul style="list-style-type: none"> ✓a. Say the number names in consecutive order when counting objects. ✓FC.K.4a -- I CAN say the number as I count each object up to 10. <li style="padding-left: 40px;">✓Lesson 1.1, 1.5, 1.3 ✓b. Indicate that the last number name said tells the number of objects counted in a set. ✓FC.K.4b -- I CAN tell that the last number I said tells how many objects I counted. <li style="padding-left: 40px;">✓Lesson 1.6 ✓c. Indicate that the number of. ✓FC.K.4c -- I CAN count from up to 10 objects and tell what one more is without recounting. ✓Lesson 1.8 <p>Count to tell the number of objects.</p> <p>K.FC.5. Count to answer "how many?" questions.</p> <ul style="list-style-type: none"> ✓ FC.K.5 -I CAN show and count up to 10 objects presented in any arrangement. ✓Lesson 3.1, 3.3, 3.5, 3.7 <p>Compare numbers.</p> <p>K.FC.6. Orally identify whether the number of objects in one group is greater/more than, less/fewer than, or equal/the same as the number of objects in another group, in groups containing up to 10 objects, by using matching, counting, or other strategies.</p>	<p>Chapter 1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>K.OA.10. Decompose numbers less than or equal to 10 into pairs of smaller numbers in more than one way, by using concrete objects or drawings, and record each decomposition by a drawing or equation. Example: $5 = 2 + 3$ and $5 = 4 + 1$.</p> <ul style="list-style-type: none"> ✓ K.OA.10 - I CAN decompose numbers less than or equal to 10 into smaller ways. ✓ Lesson 1.7 	<p>This is not a focus area during these nine weeks.</p> <p>Continue to reinforce skills and concepts previously introduced, as necessary.</p>	<p>This is not a focus area during these nine weeks.</p> <p>Continue to reinforce skills and concepts previously introduced, as necessary.</p>

✓ FC.K.6 - I CAN identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 9.

✓Lesson 2.1-2.5

Lesson 3.9

Vocabulary

Chapter 1

Zero, one, two, three, four, five, match, pairs, larger, fewer

Chapter 2

same number, compare, match, greater, more, less, fewer

Chapter 3

six, seven, eight, nine, match

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Kindergarten Second Quarter
Pacing Guide

Mathematics

Introduction to Your Mathematics Pacing Guide

Foundations of Counting (Counting & Cardinality)	Operations & Algebraic Thinking/ Operations with Numbers	Data Analysis/ Measurement	Geometry
<p>Chapter 4</p> <p>Know number names and the count sequence</p> <p>K.FC.2. Count to 100 by ones beginning with any given number between 0 and 99.</p> <ul style="list-style-type: none"> ✓ FC.K.2-I CAN count to 100 by ones. ✓Lesson 4.4 <p>K.FC.3. Write numerals from 0 to 20.</p> <ul style="list-style-type: none"> ✓ FC.K.3 -I CAN write numbers from 0 up to 20. ✓Lesson 4.2 <p>Count to tell the number of objects.</p> <p>K.FC.5. Count to answer “how many?” questions.</p> <ul style="list-style-type: none"> ✓ FC.K.5 - I CAN show and count up to 10 objects presented in any arrangement. ✓Lesson 4.1 <p>Compare numbers.</p> <p>K.FC.6. Orally identify whether the number of objects in one group is greater/more than, less/fewer than, or equal/the same as the number of objects in another group, in groups containing up to 10 objects, by using matching, counting, or other strategies.</p> <ul style="list-style-type: none"> ✓ FC.K.6 -I CAN identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 9. ✓Lesson 4.5, 4.6 <p>K.FC.7. Compare two numbers between 0 and 10 presented as written numerals (without using inequality symbols)</p> <ul style="list-style-type: none"> ✓ FC.K.7 - I CAN compare two numbers from 1 to 9 and tell which is greater, which is less, or if they are equal. <p style="text-align: center;">Lesson 4.7</p>	<p>Chapter 5</p> <p>Chapter 6</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>K.OA.8. Represent addition and subtraction up to 10 with concrete objects, fingers, pennies, mental images, drawings, claps or other sounds, acting out situations, verbal explanations, expressions, or equations.</p> <ul style="list-style-type: none"> ✓ K.OA.8 - I CAN show simple addition and subtraction problems with objects, drawings, and numbers within 10. ✓Lesson 5.1, 5.2, 5.3 ✓Lesson 6.1, 6.2, 6.3 <p>K.OA.9. Solve addition and subtraction word problems, and add and subtract within 10, by using concrete objects or drawings to represent the problem.</p> <ul style="list-style-type: none"> ✓ K.OA.9 - I CAN solve addition and subtraction problems within 10 using objects or drawings. ✓Lesson 5.7 ✓Lesson 6.6 & 6.7 <p>K.OA.10. Decompose numbers less than or equal to 10 into pairs of smaller numbers in more than one way, by using concrete objects or drawings, and record each decomposition by a drawing or equation. Example: $5 = 2 + 3$ and $5 = 4 + 1$.</p> <ul style="list-style-type: none"> ✓ K.OA.10 - I CAN decompose numbers less than or equal to 10 into smaller ways. ✓Lesson 5.8, 5.9, 5.10 ✓Lesson 5.11 & 5.12 <p>K.OA.11. For any number from 0 to 10, find the number that makes 10 when added to the given number, by using concrete objects or drawings, and record the answer with a drawing or equation.</p> <ul style="list-style-type: none"> ✓ K.OA.11 -I CAN find the number that makes 10 when added to a given number. ✓Lesson 4.3 ✓Lesson 5.5 <p>K.OA.12. Fluently add and subtract within 5.</p>	<p>This is not a focus area during these nine weeks.</p> <p>Continue to reinforce skills and concepts previously introduced, as necessary.</p>	<p>This is not a focus area during these nine weeks.</p> <p>Continue to reinforce skills and concepts previously introduced, as necessary.</p>

	<ul style="list-style-type: none"> ✓ K.OA.12 -I CAN fluently add within 5. I CAN fluently add within 10. ✓Lesson 5.4 & 5.6 ✓Lesson 6.4, 6.6 		
Vocabulary			
<p><u>Chapter 4</u></p> <p>ten</p>	<p><u>Chapter 5</u></p> <p>add, plus, is equal to</p> <p><u>Chapter 6</u></p> <p>subtract, minus, is equal to</p>		

Mathematical Practices		Research-based Instructional Practices
<input type="checkbox"/>	https://www.didax.com/math/virtual-manipulatives.html https://www.khanacademy.org/math/cc-kindergarten-math https://www.splashlearn.com/math-games-for-kindergarteners https://jr.brainpop.com/math/ https://www.mathgames.com/kindergarten https://www.teachthought.com/technology/25-best-math-resources-2018/	



Kindergarten Third Quarter Pacing Guide

Mathematics

Introduction to Your Mathematics Pacing Guide

Kindergarten	Mathematics		Third Quarter
Foundations of Counting (Counting & Cardinality)	Operations & Algebraic Thinking/ Operations with Numbers	Data Analysis/ Measurement	Geometry
<p>Chapter 7</p> <p>Chapter 8</p> <p>Know number names and the count sequence</p> <p>K.FC.1. Count forward orally from 0 to 100 by ones and by tens. Count backward orally from 10 to 0 by ones.</p> <ul style="list-style-type: none"> ✓ FC.K.1 -I CAN count by 1's and 10's to 100. I CAN count by 1's and 10's to 20. <p>✓Lesson 8.5, 8.6, 8.7, 8.8</p> <p>K.FC.2. Count to 100 by ones beginning with any given number between 0 and 99.</p> <ul style="list-style-type: none"> ✓ FC.K.2 -I CAN count to 100 by ones. <p>✓Lesson 8.3</p> <p>K.FC.3. Write numerals from 0 to 20.</p> <ul style="list-style-type: none"> ✓ FC.K.3 -I CAN write numbers from 0 up to 20. <p>✓Lesson 7.2, 7.4, 7.6</p> <p>✓Lesson 7.8, 7.10</p> <p>✓Lesson 8.2</p> <p>Count to tell the number of objects.</p> <p>K.FC.5. Count to answer "how many?" questions.</p> <ul style="list-style-type: none"> ✓ FC.K.5 - I CAN show and count up to 10 objects presented in any arrangement. <p>✓Lesson 8.1</p> <p>Compare numbers.</p> <p>K.FC.6. Orally identify whether the number of objects in one group is greater/more than, less/fewer than, or equal/the same as the number of objects in another group, in groups containing up to 10 objects, by using matching, counting, or other strategies.</p> <ul style="list-style-type: none"> ✓ FC.K.6- I CAN identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 9. <p style="text-align: center;">Lesson 8.5</p>	<p>Chapter 7</p> <p>Work with numbers 11- 19 to gain foundations for place value.</p> <p>.ON.14. Compose and decompose numbers from 11 to 19 by using concrete objects or drawings to demonstrate understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <ul style="list-style-type: none"> ✓ K.ON.14 - I CAN compose and decompose numbers from 11 to 19. <p>✓</p> <p>✓Lesson 7.1, 7.3, 7.5</p> <p>✓Lesson 7.7, 7.9</p>	<p>This is not a focus area during these nine weeks.</p> <p>Continue to reinforce skills and concepts previously introduced, as necessary.</p>	<p>Chapter 9</p> <p>K.M.19. Correctly name shapes regardless of their orientations or overall sizes.</p> <ul style="list-style-type: none"> ✓ K.G.19 - I CAN correctly name 2D shapes and their size. <p>✓Lesson 9.1, 9.3, 9.5</p> <p>✓Lesson 9.7, 9.9</p> <p>K.M.21. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (number of sides and vertices or "corners"), and other attributes. Example: having sides of equal length.</p> <ul style="list-style-type: none"> ✓ K.G.21 - I CAN analyze and compare 2D and 3D shapes. <p>✓Lesson 9.2, 9.4, 9.6</p> <p>✓Lesson 9.8, 9.10, 9.11</p> <p>K.M. 23. Use simple shapes to compose larger shapes. Example: Join two triangles with full sides touching to make a rectangle.</p> <ul style="list-style-type: none"> ✓ K.G.23 -I CAN use simple shapes to make larger shapes. <p>✓Lesson 9.12</p>
Vocabulary			

Chapter 7

Eleven, twelve, thirteen, fourteen,
fifteen, sixteen, seventeen, eighteen,
nineteen, ones

Chapter 8

Twenty, fifty, one hundred, tens

Chapter 9

Circle, two dimensional shapes, curve, corners, sides, square, vertex,
vertices, sides of equal length, triangle, Rectangle, Hexagon, alike,
different

Mathematical Practices		
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Kindergarten Fourth Quarter Pacing Guide

Mathematics

Introduction to Your Mathematics Pacing Guide

Foundations of Counting (Counting & Cardinality)	Operations & Algebraic Thinking/ Operations with Numbers	Data Analysis/ Measurement	Geometry
<p>This is not a focus area during these nine weeks.</p> <ul style="list-style-type: none"> Continue to reinforce skills and concepts previously introduced, as necessary. 	<p>This is not a focus area during these nine weeks.</p> <p>Continue to reinforce skills and concepts previously introduced, as necessary.</p>	<p>Chapter 12 Week 4</p> <p>Collect and analyze data and interpret results.</p> <p>K.DA.15. Classify objects into given categories of 10 or fewer; count the number of objects in each category and sort the categories by count.</p> <ul style="list-style-type: none"> ✓ Lesson 12.1, 12.2 ✓ Lesson 12.3, 12.4 ✓ Lesson 12.5 & 12.6 <p>Chapter 11 Week 3</p> <p>Describe and compare measurable attributes.</p> <p>K.M.16. Identify and describe measurable attributes (length, weight, height) of a single object using vocabulary such as long/short, heavy/light, or tall/short.</p> <ul style="list-style-type: none"> ✓ K.M.16 - I CAN identify and describe an object by its attributes. ✓ Lesson 11.5 <p>K.M.17. Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute and describe the difference.</p> <ul style="list-style-type: none"> ✓ K.M.17 - I CAN compare the common attributes of 2 objects and describe the difference. ✓ Lesson 11.1, 11.2 ✓ Lesson 11.3, 11.4 	<p>Chapter 10 Weeks 1-2</p> <p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>K.M.18. 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> <ul style="list-style-type: none"> ✓ K.G.18 - I CAN describe the objects in the environment and their relative positions. <p>✓ Lesson 10.7, 10.8, 10.9</p> <p>K.M.19. Correctly name shapes regardless of their orientations or overall sizes.</p> <ul style="list-style-type: none"> ✓ K.G.19 - I CAN correctly name 2D shapes and their size. <p>✓ Lesson 10.2, 10.3, 10.4, 10.5</p> <p>K.M.20. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <ul style="list-style-type: none"> ✓ K.G.20 - I CAN identify shapes as a flat or a solid. <p>✓ Lesson 10.6</p> <p>K.M.21. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (number of sides and vertices or “corners”), and other attributes. Example: having sides of equal length.</p> <ul style="list-style-type: none"> ✓ K.G.21 - I CAN analyze and compare 2D and 3D shapes. ✓ Lesson 10.1
<p>Vocabulary</p>			

		<p><u>Chapter 11</u> Longer, same length, shorter, same height, taller, heavier, lighter, same weight</p> <p><u>Chapter 12</u> Blue, category, classify, color, green, red, yellow, shape, big, size, small, graph</p>	<p><u>Chapter 10</u> flat surface, curved, roll, stack, slide, sphere, cube, cylinder, three dimensional shape, cone, flat, solid, above, below, beside, next to, in front of, behind</p>
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