

Kindergarten Pacing Guide 2013-2014

	Big Idea	CCSS	Chapter/ Resources	Suggested Time for Teaching	Vocabulary
Quarter 1 (Aug. 8-Oct. 11) 46 Days	Students begin to understand that numbers explain the world around them and that groups can be numbers.	K.CC.3 K.CC.4 K.CC.4a K.CC.4b K.CC.4c K.CC.5 K.NBT.1	McGraw/Hill Chapter 2 Teacher works CD, Math & Science leveled books, manipulatives, glossary, vocabulary cards, literature list, work mats, digital mhschool.com, real world problem solving (book), math online games, resource masters, foldables, learning stations, math adventures CD	5 Days	count zero, one, two, three, four, five number order greater than less than more than
	Understand numbers to 10 and their relative values and magnitudes is/of critical importance. The numbers to 10 serve as the first layer of the foundation for numeration, place value, and whole number operations.	K.CC.3 K.CC.4 K.CC.4a K.CC.4b K.CC.4c K.CC.5 K.NBT.1	McGraw/Hill Chapter 4 (see above)	5 Days	before after six, seven, eight, nine, ten difference same more count (review)
	Recognizing the relationships between quantities and applying understanding about numbers in problem situations will help students make sense of the various ways that numbers are used.	K.CC.2 K.CC.3 K.CC.4 K.CC.4a K.CC.4b K.CC.4c K.CC.5 K.CC.6 K.NBT.1	McGraw/Hill Chapter 6 (see above)	25 Days	eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty count (review)
	Kindergarten students will count numbers up to 100 by ones and tens.	K.CC.1 K.CC.2 K.CC.3 K.CC.4 K.CC.4a K.CC.4b K.CC.4c K.CC.6	McGraw/Hill Chapter 8 (see above)	11 Days	count (review)

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Quarter 2 (Oct. 15-Dec.20) 45 Days	Understanding the relationship between numbers and quantities begins with comparing sets. To develop number sense, students need to sort and classify objects in sets to understand and make comparison.	K.CC.6 K.MD.2 K.MD.3	McGraw/Hill Chapter 1 McGraw/Hill Chapter 2 Teacher works CD, Math & Science leveled books, manipulatives, glossary, vocabulary cards, literature list, work mats, digital mhschool.com, real world problem solving (book), math online games, resource masters, foldables, learning stations, math adventures CD	10 Days	same, different, sort, equal groups, more, equal, less, more than (review) less than (review)
	Students begin to understand that numbers explain the world around them and that groups can be numbers.	K.CC.6 K.CC.7 K.MD.2 K.MD.3	McGraw/Hill Chapter 2 (see above)	5 Days	count, zero, one, two, three, four, five, number, order, greater than, less than, more than, sort
	Understand numbers to 10 and their relative values and magnitudes is of critical importance. The numbers to 10 serve as the first layer of the foundation for numeration, place value, and whole number operations.	K.CC.3 K.CC.4 K.CC.4a K.CC.4b K.CC.4c K.CC.5	McGraw/Hill Chapter 4 (see above)	5 Days	before, after, six, seven, eight, nine, ten, difference, same, more, count (review)
	Recognizing the relationships between quantities and applying understanding about numbers in problem situations will help students make sense of the various ways that numbers are used.	K.CC.2 K.CC.3 K.CC.4 K.CC.4a K.CC.4b K.CC.4c K.CC.5 K.CC.6	McGraw/Hill Chapter 6 (see above)	16 Days	eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty count (review)
	Understanding and performing measurements with both standard and nonstandard units gives students the opportunity to compare relative sizes.	K.MD.1 K.MD.2	McGraw/Hill Chapter 7 (see above)	10 Days	height, weight, length, longer, shorter, longest, shortest, taller, heavier, lighter, holds more, holds less, capacity

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	Big Idea	CCSS	Chapter/ Resources	Suggested Time for Teaching	Vocabulary
Quarter 3 (Jan. 7 - March 14) 46 Days	Students will begin to add by using concrete objects to model simple addition stories, problems, and discover ways to "combine" numbers up to five.	K.OA.1 K.OA.2 K.OA.3 K.OA.4 K.OA.5 K.NBT.1	McGraw/Hill Chapter 11 Teacher works CD, Math & Science leveled books, manipulatives, glossary, vocabulary cards, literature list, work mats, digital mhschool.com, real world problem solving (book), math online games, resource masters, foldables, learning stations, math adventures CD	23 Days	in all, add, join, put together, expression, equation, addition, addend, make ten, ten (review), equal (=), plus sign (+)
	Students will begin to subtract by using concrete objects to model simple subtraction stories, problems, and discover ways to "break apart" numbers from five.	K.OA.1 K.OA.2 K.OA.3 K.OA.4 K.OA.5 K.NBT.1	McGraw/Hill Chapter 12 (see above)	23 Days	take away are left subtract subtraction equation expression equal (=) minus sign (-)

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	Big Idea	CCSS	Chapter/ Resources	Suggested Time for Teaching	Vocabulary
Quarter 4 (March 17 - May 23) 43 Days	Students will begin to add and subtract by combining concrete objects to model simple addition and subtraction stories, problems, and discover ways to combine numbers and break apart numbers up to ten.	K.OA.1 K.OA.2 K.OA.3 K.OA.4 K.OA.5 K.NBT.1	McGraw/Hill Chapter 11 & 12 Teacher works CD, Math & Science leveled books, manipulatives, glossary, vocabulary cards, literature list, work mats, digital mhschool.com, real world problem solving (book), math online games, resource masters, foldables, learning stations, math adventures CD	18 Days	in all, add, join, put together, expression, equation, addition, addend, make ten, ten (review), equal (=), plus sign (+) take away are left subtract subtraction equation expression equal (=) minus sign (-)
	Students will identify, analyze, and compare 2D and 3D shapes in relation to their environment.	K.G.1 K.G.2 K.G.3 K.G.4 K.G.5 K.G.6	McGraw/Hill Chapter 10 (see above)	25 Days	solid shape, cube, sphere, cone, cylinder, roll, stack, slide, plane shape, square, rectangle, circle, triangle, two dimensional, three dimensional, corner, side, round, shapes, hexagon, solid, straight, above below, in front of, behind, next to, beside, vertex

Quarterly Performance Base Tasks/Assessments

Quarter 1:

Chap. 2- Each student will write numbers 0-5 and represent each number with an illustration/drawing.

Chap. 4- Students will use work mat 3. The teacher will instruct students to fill in one more than 8. The students will write the number created. The teacher will continue activity to expand task using multiple numbers.

Chap. 6- The teacher will give students two 10 frames and two color counters (red/yellow). Have students use the counters to fill in the 10 frames to show how to make the number given by the teacher (use numbers 11-19).

Chap. 8- Teacher will provide the students with a 100 chart. The teacher will tell students to color in the number 10 on their 100 chart. Next, the teacher will have students start with number 10 and count by 10s until they reach 100. The teacher will ask students to color in each of the boxes to show counting by 10s.

*Counting Collections- Students will master making collections up to 30. If students master beyond 30, data will be documented per each student.

Quarter 2:

Chap. 1- Use standards practice test (Reg. text book pg. 37-38).

Chap. 7- The teacher will direct students to draw an X on the object that is taller. The teacher will instruct them to draw a circle (O) on the object that weighs more. The worksheet will be made or obtained from an additional resource.

*Counting Collections- Students will master making collections up to 60. If students master beyond 60, data will be documented per each student.

Quarter 3:

Chap. 11- The teacher will write the number (0-10) on the board (3 and 4). The students will use two color counters (red/yellow) to show a way to "add" the two groups of counters together. The students will write the number sentence and record their answer. The teacher will continue this process until the students have completed at least 5 "addition" problems.

Chap. 12- The teacher will provide the students with a cube train (10 cubes/same color). The students will break apart the cube train to show a way to make given number (5, 8, 3, etc.). The students will write the number sentence to show a way to take apart and record their answer. The teacher will continue this process until the students have completed at least 5 "subtraction" problems.

*Counting Collections- Students will master making collections up to 90. If students master beyond 90, data will be documented per each student.

Quarter 4:

Chap. 10- The teacher will give each student a pattern blocks. The students will create an object out of the blocks. The students will identify the object they created (real-world object) and name the shapes they used to create the object.

*Counting Collections- Students will master making collections up to 100.

Online Resources for Assessments

<http://maccss.ncdpi.wikispaces.net/Kindergarten>
<http://maccss.ncdpi.wikispaces.net/file/view/CCSSMathTasks-Kindergarten.pdf/384419100/CCSSMathTasks-Kindergarten.pdf>
<http://maccss.ncdpi.wikispaces.net/file/view/Kindergarten%20Unit.pdf/307156880/Kindergarten%20Unit.pdf>
<http://bridges1.mathlearningcenter.org/resources/materials/ccss>
<http://rda.aps.edu/MathTaskBank/start.htm>
<http://www.p12.nysed.gov/ciai/mst/math/sampletasks/home.html>
<http://www.nctm.org/rsmtasks/>
<http://www.ccsstoolbox.com/>
Inside Mathematics- <http://insidemathematics.org>
The Illustrative Mathematics Project- <http://illustrativemathematics.org/>
MARS Assessment Resource Services -
<http://www.nottingham.ac.uk/~ttzedweb/MARS/>
Balanced Assessment - <http://balancedassessments.concord.org/>

Online Resources By Quarter

Quarter 1: Counting and Cardinality and Classify and Compare

<http://illuminations.nctm.org>
www.k-5mathteachingresources.com
www.readtennessee.org/math.aspx
www.illustrativemathematics.org/standards/k8
<http://nlvm.usu.edu/en/nav/vlibrary.html>
<http://math.rice.edu/~lanius/counting/counttea.html>
http://priorywoods.web4.devwebsite.co.uk/page_viewer.asp?page=Bugz&pid=162
<http://www.k-5mathteachingresources.com/support-files/domino-jigsaws.pdf>
<http://www.k-5mathteachingresources.com/support-files/playdoughnumbers.pdf>
<http://www.k-5mathteachingresources.com/support-files/countingcup.pdf>
<http://www.k-5mathteachingresources.com/support-files/representingnumbersin3ways.pdf>
<http://www.k-5mathteachingresources.com/support-files/handwriting11-20.pdf>
www.fuelthebrain.com
<http://mathwire.com/games/countinggames.html>

<http://illuminations.nctm.org/lessons/count20/Count20-TS-NumeralWriting.pdf>

<http://www.learnnc.org/lp/editions/mothergooselessons/5125>

<http://www.k-5mathteachingresources.com/support-files/handwritingsheets1-10.pdf>

Quarter 2: Classify and Compare and Describe and Compare Measurable Attributes

<http://illuminations.nctm.org>

www.k-5mathteachingresources.com

www.readtennessee.org/math.aspx

www.illustrativemathematics.org/standards/k8

<http://nlvm.usu.edu/en/nav/vlibrary.html>

<http://math.rice.edu/~lanius/counting/counttea.html>

http://priorywoods.web4.devwebsite.co.uk/page_viewer.asp?page=Bugz&pid=162

<http://www.k-5mathteachingresources.com/support-files/domino-jigsaws.pdf>

<http://www.k-5mathteachingresources.com/support-files/playdoughnumbers.pdf>

<http://www.k-5mathteachingresources.com/support-files/countingcup.pdf>

<http://www.k-5mathteachingresources.com/support-files/representingnumbersin3ways.pdf>

<http://www.k-5mathteachingresources.com/support-files/handwriting11-20.pdf>

www.fuelthebrain.com

<http://mathwire.com/games/countinggames.html>

<http://illuminations.nctm.org/lessons/count20/Count20-TS-NumeralWriting.pdf>

<http://www.learnnc.org/lp/editions/mothergooselessons/5125>

<http://www.k-5mathteachingresources.com/support-files/handwritingsheets1-10.pdf>

Quarter 3: Operations and Algebraic Thinking

<http://illuminations.nctm.org>

www.k-5mathteachingresources.com

www.readtennessee.org/math.aspx

www.mathsolutions.com/index.cfm?page=wp9&crd=56

www.illustrativemathematics.org/standards/k8

<http://nlvm.usu.edu/en/nav/vlibrary.html>

<http://kdgroom102.blogspot.com/2008/03/counting-10-20.html>
<http://www.ixl.com/math/kindergarten/represent-numbers-up-to-20>
<http://www.learnnc.org/lp/pages/3552?ref=search>
<http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/42089-one-guinea-pig-is-not-enough-kindergarten-math-game-and-lesson>
http://www.orecity.k12.or.us/files/Kinder_Fact_Fluency.pdf
<http://everydaymath.uchicago.edu/teachers/k/literature-list>
<http://www.k-5mathteachingresources.com/support-files/make10withdotcards.pdf>
<http://everydaymath.uchicago.edu/about/understanding-em/games/two-fisted-pennies-game.html>
<http://lessonplanspage.com/mathpatternsaddingcounting-htm>
Quarter 4: Operations and Algebraic Thinking and Geometry
<http://illuminations.nctm.org>
www.k-5mathteachingresources.com
www.readtennessee.org/math.aspx
www.mathsolutions.com/index.cfm?page=wp9&crd=56
www.illustrativemathematics.org/standards/k8
<http://nlvm.usu.edu/en/nav/vlibrary.html>
<http://kdgroom102.blogspot.com/2008/03/counting-10-20.html>
<http://www.ixl.com/math/kindergarten/represent-numbers-up-to-20>
<http://www.learnnc.org/lp/pages/3552?ref=search>
<http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/42089-one-guinea-pig-is-not-enough-kindergarten-math-game-and-lesson>
http://www.orecity.k12.or.us/files/Kinder_Fact_Fluency.pdf
<http://everydaymath.uchicago.edu/teachers/k/literature-list>
<http://www.k-5mathteachingresources.com/support-files/make10withdotcards.pdf>
<http://everydaymath.uchicago.edu/about/understanding-em/games/two-fisted-pennies-game.html>
<http://lessonplanspage.com/mathpatternsaddingcounting-htm>
<http://www.learnnc.org/lp/pages/3047?ref=search>
<http://www.pbs.org/teachers/connect/resources/5523/preview>
<http://www.learnnc.org/lp/pages/3862>
<http://teacherweb.com/TN/NormanSmithElementarySchool/BarbaraKane/list1.aspx>
http://www.teachingideas.co.uk/maths/contents_shape.htm
<http://www.brainpopjr.com/math/geometry/planesshapes/preview.weml>