**Kindergarten Math Pacing Guide 2018-2019**

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| **DATES** | **CONCEPT** | **I CAN!s** | | **STANDARDS** | **FOCUS DOMAINS** |
| 8/27-9/21/18  (18 days) | Counting and writing numbers to 5 | K.1 | | K CC 1-3 | COUNTING AND CARDINALITY |
| 9/25-10/19/18  (19 days) | Compare numbers to 5  Write numbers to 9 | K.2  K.3 | | K CC 4-5  K CC 6-7 |
| **Data Day 11/13/2018 Assess K.1, K.2** | | | | | |
| 10/22-11/15/18  (17 days) | Model, count and compare numbers to 10 | K.2 | | K CC 4-5 |  |
| 11/26-1/9/19  (18 days) | Addition sentences to 10  Number pairs  Sum pairs in 10 | K.4  K.5  K.6 | | K OA 1-5  K NBT 1-2 | OPERATIONS & ALGEBRAIC THINKING  with  NUMBERS IN BASE TEN |
| 1/10-1/31/19  (14 days) | Subtraction sentences to 10  Number pairs | K.4  K.5  K.6 | | K OA 1-5  K NBT 1-2 |
| **Data Day 2/15/2019 Assess K.1, K.2, K.4, K.5, K.6 (addition only)** | | | | | |  |  |  |
| 2/1-2/28/19  (18 days) | Model numbers to 20  Count to 20 and beyond  Order to 20 | K.2  (K.8) | | K CC 4-5  (K MD 3) |  |
| 3/1-3/21/19  (14 days) | Count to 50 by tens and ones  Count to 100 by tens and ones  Describe 2D shapes | K.1  (K.9) | | K CC 1-3  (K G 1-3) | COUNTING AND CARDINALITY |
| **Data Day 4/5/2018 Assess K.1, K.2, K.4, K.5, K.6** | | | | | |
| 3/22-4/26/19  (20 days) | Describe triangles, rectangles, hexagons, and spheres  Join shapes | | (K.9)  (K.10) | (K G 1-3)  (K G 4-6) | GEOMETRY |
| 4/29-5/24/19  (20 days) | Show positional words  Compare heights  Classify and sort data | | (K.7)  (K.9) | (K MD 1-2)  (K G 1-3) |
| 5/28-6/13/19  (13 days) | **I CAN! Review**  **iReady Testing**  **On Ramp to Next Year**  **Demonstration of Mastery** | | | | |

**Kindergarten Math I CAN!s and CAN I?s**

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| **#** | **Standard** | **I CAN!s** | **Can I?s** |
| K.1 | K CC 1-3 | I CAN tell you the number names and the count sequence. | * Count to 100 by ones? * Count to 100 by tens? * Count forward beginning from a given number within the sequence? * Write numbers from 0 to 20? |
| K.2 | K CC 4-5 | I CAN count to tell the number of objects. | * Say the number names when counting pairing each object with only one number? * Understand that the last number said tells the number of objects counted? * Understand that rearranging a set of objects does not change the number of objects in the set? * Understand that each successive number name refers to quantity that is one larger? * Represent a number of objects with a written numeral 0-20? |
| K.3 | K CC 6-7 | I CAN compare numbers. | * Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group? * Compare two numbers between 1 and 10 presented as written numerals? |
| K.4 | K OA 1-5 | I CAN understand addition as putting together and adding to. | * Represent addition with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions or equations? * Solve addition word problems and add within 10 by using objects or drawings to represent the problem. * Decompose number less than or equal to 10 into pairs in more than one way and record each decomposition by a drawing or equation (e.g.  5=2+3 and 5=4+1. * Find the number that makes 10 when added to the given number by using objects or drawings and record the answer with a drawing or equation? (For sums up to 19) * Fluently add within 5? |
| K.5 | K OA 1-5 | I CAN understand subtraction as taking apart and taking from. | * Represent subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions, or equations? * Solve subtraction word problems, and add and subtract within 10 using objects or drawings to represent the problem? * Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings and record the answer with a drawing or equation?  (5-4=1 and 5-3=2) |
| K.6 | K NBT 1 | I CAN work with numbers 11-19 to gain foundations for place value. | * Compose numbers from 11 to 19 as ten and some more ones using objects or drawings? * Decompose numbers from 11 to 19 as ten and some more ones using objects or drawings? * Record compositions and decompositions as equations?   (11=10+1, 12=10+2….19=10+9) |
| K.7 | K MD 1-2 | I CAN describe and compare measurable attributes.  *(additional or supporting I CAN)* | * Describe several measurable attributes of objects such as length or weight * Directly compare two objects with a measurable attribute in common to see which object has “more of”/”less of” the attribute and describe the difference. (Child A is a little bit shorter than Child B) |
| K.8 | K MD 3  CA MG 1.2-1-4 | I CAN classify objects and count the number of objects in each category.  *(additional or supporting I CAN)* | * Classify objects into given categories? * Count the number of objects in a category? * Sort categories by count? * Understand concepts of time (morning, afternoon, evening, today, yesterday, tomorrow, week, year) * Understand tools that measure time (clock, calendar) * Name the days of the week * Identify time (to the nearest hour) of everyday events (lunch is at 12:00) |
| K.9 | K G 1-3 | I CAN identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).  *(additional or supporting I CAN)* | * Describe objects in the environment using names of shapes. * Describe the relative positions of objects using terms such as *above, below, beside, in front of, behind, and next to.* * Correctly name shapes regardless of their orientations or overall size. * Identify shapes as two-dimensional or three-dimensional. |
| K.10 | K G 4-6 | I CAN analyze, compare, create, and compose shapes.  *(additional or supporting I CAN)* | * Analyze and compare 2-D and 3-D shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (number of sides/corners) and other attributes * Model shapes in the world by building shapes from components (sticks and clay balls) and drawing shapes. * Compose simple shapes to form larger shapes? e.g.  “Can you join these two triangles with full sides touching to make a rectangle?” |

**Standards of Mathematical Practice (SMPs)**

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| #1 Make sense of problems and persevere in solving them. | #5 Use appropriate tools strategically. |
| #2 Reason abstractly and quantitatively. | #6 Attend to precision. |
| #3 Construct viable arguments & critique the reasoning of others. | #7 Look for and make use of structure. |
| #4 Model with mathematics. | #8 Look for and express regularity in repeated reasoning. |