**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 5Write numbers to 9 | K.2K.3 | K CC 4-5K 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 10Number pairsSum pairs in 10 | K.4K.5K.6 | K OA 1-5K NBT 1-2 | OPERATIONS & ALGEBRAIC THINKINGwithNUMBERS IN BASE TEN |
| 1/10-1/31/19(14 days) | Subtraction sentences to 10Number pairs | K.4K.5K.6 | K OA 1-5K 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 20Count to 20 and beyondOrder 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 onesCount to 100 by tens and onesDescribe 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 spheresJoin shapes | (K.9)(K.10) | (K G 1-3)(K G 4-6) | GEOMETRY |
| 4/29-5/24/19(20 days) | Show positional wordsCompare heightsClassify 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?
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| 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?
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| 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?
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| 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?
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| 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)
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| 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)
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| K.8 | K MD 3CA 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)
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| 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.
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| 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?”
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**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. |