

Content Area:	Mathematics	Grade: K	Pacing:	Beg. Quarter 1 - Mid Quarter 1
Domain(s): Counting & Cardinality		Represent, Count, & Write Numbers 0-10		
Mathematics Florida Standards (MAFS)				
<p>MAFS.K.CC.1.3 Read and <u>write</u> numerals from 0 to 20. <u>Represent</u> a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>MAFS.K.CC.2.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one large.</p> <p>MAFS.K.CC.2.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>Supporting Standard</p> <p>MAFS.K.CC.1.1 Count to 100 by ones and by tens.</p>				
Essential Question(s):				
<p>*How can you show and count 1-10 with objects?</p> <p>*How can you count and write 1-10 with words and numbers?</p> <p>*How can you use two sets of objects to show 5 in more than one way?</p> <p>*How can you identify and write 0 with words and numbers?</p> <p>Students will</p> <p>Model and count 1-10.</p> <p>Represent 1-10 objects with number names and numerals.</p> <p>Use objects or drawings to decompose 5 into pairs in more than one way.</p> <p>Represent 0 objects with a number name and a written numeral.</p>				
Essential Vocabulary:		Rigor:		
<p>One, two, three, four, five, six, seven, eight, nine ten, zero, count, number</p>		<p>MAFS.K.CC.1.3- Fluency & Procedural Skills</p> <p>MAFS.K.CC.2.4- Conceptual Understanding</p> <p>MAFS.K.CC.2.5- Fluency & Procedural Skills</p> <p>MAFS.K.CC.1.1- Fluency & Procedural Skills</p>		
Assessments:		Resources:		
<p>Numbers 1 - 10</p>		<p>Go Math- Chapter 1, Lessons 1.1-1.7, 1.10 (Add Understand 0) Chapter 3, Lessons 3.1-3.8 Chapter 4, Lessons 4.1-4.2</p> <p>iReady- Unit 1, Lessons 1-4, 6-8</p>		

Content Area:	Mathematics	Grade: K	Pacing:	Mid-Quarter 1 - End-of-Quarter 1
Domain(s): Counting & Cardinality	Represent, Count, & Write Numbers 11-20 Compare Numbers to 5 Represent & Compare Numbers to 10			
Mathematics Florida Standards (MAFS)				
<p>MAFS.K.CC.1.3 Read and <u>write</u> numerals from 0 to 20. <u>Represent</u> a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>MAFS.K.CC.2.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one large</p> <p>MAFS.K.CC.2.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>MAFS.K.CC.3.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies</p> <p>MAFS.K.CC.3.7 Compare two numbers between 1 and 10 presented as written numerals.</p> <p>Supporting Standard</p> <p>MAFS.K.CC.1.1 Count to 100 by ones and by tens.</p>				
Essential Question(s):				
<p><u>Numbers 11-20 Do not use Chapter 7, it will be used later in the year to teach decomposing numbers.</u></p> <p>*How can you show and count 11-20 with objects?</p> <p>*How can you count and write 11-20 with words and numbers?</p> <p>Chapter 2</p> <p>*How can you use matching and counting to compare sets with the same number of objects?</p> <p>*How can you compare sets when the number of objects is greater than the number of objects in the other set?</p> <p>*How can you compare sets when the number of objects in one set is less than the number of objects in the other set?</p> <p>*How can you make a model to solve problems using a matching strategy?</p> <p>*How can you use a counting strategy to compare sets of objects?</p> <p>Chapter 4</p> <p>*How can you solve problems using the strategy make a model?</p> <p>*How can you use counting strategies to compare sets of objects?</p> <p>*How can you compare numbers between 1 and 10?</p> <p>Students will</p> <p>Model and count 11-20.</p> <p>Represent 11-20 objects with number names and numerals.</p> <p>*Use matching and counting strategies to compare sets with the same number of objects.</p> <p>* Use matching and counting strategies to compare sets when the number of objects in one set is greater than the number of objects in the other set.</p> <p>* Use matching and counting strategies to compare sets when the number of objects in one set is less than the number of objects in the other set.</p> <p>*Make a model to solve problems using a matching strategy.</p> <p>*Use a counting strategy to compare sets of objects.</p> <p>*Solve problems by using the strategy make a model.</p> <p>*Use counting strategies to compare sets of objects.</p> <p>*Compare two numbers between 1 and 10.</p>				
Essential Vocabulary:		Rigor:		
Eleven, twelve, thirteen, fourteen,		MAFS.K.CC.1.3- Fluency & Procedural Skills		

<p>fifteen, sixteen, seventeen, eighteen, nineteen, twenty Compare, greater, less, same number, match, more, fewer Equal</p>	<p>MAFS.K.CC.2.4- Conceptual Understanding MAFS.K.CC.2.5- Fluency & Procedural Skills MAFS.K.CC.3.6- Conceptual Understanding MAFS.K.CC.3.7- Conceptual Understanding MAFS.K.CC.1.1- Fluency & Procedural Skills</p>
<p>Assessments:</p>	<p>Resources:</p>
<p>Compare Numbers</p>	<p>Go Math- Do not use Chapter 7, pull resources to represent counting & writing 11-20 iReady- Unit 4, Lesson 20 Go Math- Chapter 2, Lessons 2.1-2.5 LearnZillion, Unit 9, Lesson 7, LearnZillion, Unit 9, Lesson 4 Chapter 4, Lessons 4.5-4.7 EngageNY, Module 3, Lesson 17, EngageNY, Module 3, Lesson 18, EngageNY, Module 3, Lesson 19 iReady- Lessons 5, 9</p>
<p>Notes: Spend 2 days on Same Number (Lesson 2.1), 2 days on Greater Than (Lesson 2.2), and 2 days on Less Than (Lesson 2.3). Spend 2 days on Compare by Matching Sets to 10- (Lesson 4.5) by pulling additional resources.</p>	

Content Area:	Mathematics	Grade: K	Pacing:	Quarter 2
Domain(s): Operations & Algebraic Thinking	Addition & Subtraction			
Mathematics Florida Standards (MAFS)				
<p>MAFS.K.OA.1.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>MAFS.K.OA.1.a Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)</p> <p>MAFS.K.OA.1.2 Solve addition and subtraction word problems¹, and add and subtract within 10, e.g., by using objects or drawings to represent the problem (1 Students are not required to independently read the word problems.)</p> <p>MAFS.K.OA.1.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>MAFS.K.OA.1.5 Fluently add and subtract within 5.</p> <p>Supporting Standard MAFS.K.CC.1.1 Count to 100 by ones and by tens.</p>				
Essential Question(s):				
<p>Chapter 5</p> <ul style="list-style-type: none"> *How can you show addition as adding to? *How can you show addition as putting together? *How can you solve problems using the strategy act it out ? *How can you use objects and drawings to solve addition word problems? *How can you solve addition word problems and complete the addition sentence? *How can you model and write addition sentences for number pairs for sums to 5-10? <p>Chapter 6</p> <ul style="list-style-type: none"> *How can you show subtraction as taking from? *How can you show subtraction as taking apart? *How can you solve problems using the strategy act it out? *How can you use objects and drawings to solve subtraction word problems? *How can you solve subtraction word problems and complete the equation? *How can you solve word problems using addition and subtraction? <p>Students will.....</p> <ul style="list-style-type: none"> *Use expressions to represent addition within 5. *Use expressions to represent addition. *Solve problems by using the strategy act it out. *Use objects and drawings to solve addition word problems within 5. *Solve addition word problems within 5 and record the equation. *Solve addition word problems within 10 and record the equation. *Decompose numbers within 5-10 into pairs in more than one way and record each decomposition with an equation. *Use expressions to represent subtraction within 5. *Use expressions to represent subtraction. *Solve problems by using the strategy act it out. *Use objects and drawings to solve subtraction word problems within 5. *Solve subtraction word problems within 5 and 10 and record the equation. *Understand addition as putting together or adding to and subtraction as taking apart or taking from to solve word problems. 				
Essential Vocabulary:		Rigor:		

<p>Add, is equal to, plus, minus, subtract Number sentence, total, word problem/story problem</p>	<p>MAFS.K.OA.1.1- Conceptual Understanding MAFS.K.OA.1.2- Application MAFS.K.CC.1.1- Fluency & Procedural Skills</p>
<p>Assessments:</p>	<p>Resources:</p>
<p>Addition Subtraction</p>	<p>Go Math- Chapter 5, Lessons 5.1-5.4, 5.6-5.11, 5.5, 5.12 Chapter 6, Lessons 6.1-6.7 iReady- Unit 2, Lesson 10 Unit 3, Lessons 11-12, 15 Unit 4, Lessons 19-21</p>
<p>Notes: Go Math student pages are more of a teacher resource (due to tracing) so please pull in other practice with manipulatives and writing out the equation. Using manipulatives, Students should be able to write the whole equation (example children would have 3 blue cubes and 2 red cubes on their desk, using the manipulatives students should be able to fill in ___+___=___). Be sure to use horizontal and vertical examples.</p>	

Content Area:	Mathematics	Grade: K	Pacing:	Beg. Quarter 3- Mid-Quarter 3
Domain(s): Counting & Cardinality Number & Operations in Base 10	Represent, Count, and Write 11-19 Represent, Count, & Write 20 & Beyond			
Mathematics Florida Standards (MAFS)				
<p>MAFS.K.NBT.1.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>MAFS.K.CC.1.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1)</p> <p>MAFS.K.CC.1.1 Count to 100 by ones and by tens.</p> <p>Supporting Standard</p> <p>MAFS.K.CC.1.3 Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>				
Essential Question(s):				
<p>Chapter 7</p> <p>*How can you use objects to show 11 - 20 as ten ones and some more ones?</p> <p>*How can you count and write 11 - 20 with words and numbers?</p> <p>Chapter 8</p> <p>*How can you count forward to 20 from a given number?</p> <p>*How can you solve problems by using the strategy make a model?</p> <p>*How does the order of numbers help you to count to 50 by ones?</p> <p>*How does the order of numbers help you count to 100 by ones?</p> <p>*How can you count to 100 by tens on a hundreds chart?</p> <p>*How can you use sets of tens to count to 100?</p> <p>Students Will....</p> <p>*Use objects to decompose the numbers 11 - 20 into tens and ones.</p> <p>*Represent 11 - 20 objects with number names and written numerals.</p> <p>*Count forward to 20 from a given number.</p> <p>*Solve problems by using the strategy make a model.</p> <p>*Know the count sequence when counting to 50 by ones.</p> <p>*Know the count sequence when counting to 100 by ones.</p> <p>*Know the count sequence when counting to 100 by tens.</p> <p>*Use sets of tens to count to 100.</p>				
Essential Vocabulary:		Rigor:		
ones, tens, twenty, fifty, one hundred		MAFS.K.NBT.1.1- Conceptual Understanding MAFS.K.CC.1.2- Fluency & Procedural Skills MAFS.K.CC.1.1- Fluency & Procedural Skills		
Teen numbers, count on		MAFS.K.CC.1.1- Fluency & Procedural Skills		
Assessments:		Resources:		
20 and Beyond in Base 10		Go Math- Chapter 7, Lessons 7.1-7.5, 7.7-7.10 Chapter 8, Lessons 8.1-8.8 iReady- Lessons 19-23		
Notes: For Chapter 8, pull in more resources to count to 100, by ones and tens.				

Content Area:	Mathematics	Grade: K	Pacing:	Mid to End Quarter 3
Domain(s): Geometry		Identify & Describe Two-Dimensional Shapes Identify & Describe Three-Dimensional Shapes		
Mathematics Florida Standards (MAFS)				
<p>MAFS.K.G.1.1 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> <p>MAFS.K.G.1.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>MAFS.K.G.1.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p>MAFS.K.G.2.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p>MAFS.K.G.2.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>MAFS.K.G.2.6 Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”</p>				
Essential Question (s):				
<p>Chapter 9</p> <ul style="list-style-type: none"> *How can you identify name, describe circles, squares, triangles, rectangles, hexagons? *How can you use the words alike and different to compare two -dimensional shapes? *How can you solve problems using shapes to make a different/larger shapes? <p>Chapter10</p> <ul style="list-style-type: none"> *How can you show which shapes stack, roll, or slide? *How can you identify, name, and describe spheres, cubes, cylinders, cones? *How can you distinguish between 2-dimensional and 3-dimensional shapes? *How can you use the terms <i>above</i>, <i>below</i>, <i>beside</i>, <i>next to</i>, <i>in front of</i>, and <i>behind</i> to describe shapes in the environment? *How can you use three -dimensional shapes to make other shapes and pictures? <p>Students will...</p> <ul style="list-style-type: none"> *Identify, name and describe two-dimensional shapes including circles, squares, triangles, rectangles, hexagons. *Use the words alike and different to compare two-dimensional shapes by attributes. *Solve problems using shapes to make a different/larger shapes. *Analyze and compare three-dimensional shapes by attributes. *Identify, name, and describe three-dimensional shapes including spheres, cubes, cylinders, cones. *Distinguish between 2D and 3D shapes. *Use the terms <i>above</i>, <i>below</i>, <i>beside</i>, <i>next to</i>, <i>in front of</i> and <i>behind</i> to describe shapes in the environment. *Use a variety of three-dimensional shapes to create a picture. 				
Essential Vocabulary:		Rigor:		
<p>Two-dimensional Circle, square, triangle, rectangle, hexagon,</p>		<p>MAFS.K.G.1.1- Conceptual Understanding, Application MAFS.K.G.1.2- Conceptual Understanding MAFS.K.G.1.3- Conceptual Understanding</p>		

<p>curve, sides, vertex (corner), vertices flat Three-dimensional Cone, cube, cylinder, sphere, curved surface, flat surface, roll, slide, stack Solid, face Positional Words Above, behind, below, beside, next to, in front of Between, by</p>	
<p>Assessments:</p>	<p>Resources:</p>
<p>Shapes</p>	<p>Go Math- Chapter 9, Lessons 9.1-9.12 Chapter 10, Lessons 10.1-10.10 iReady- Unit 6, Lessons 28-31</p>
<p>Notes: Chapter 9, complete 2 lessons together in one day (9.1/9.2, 9.3/9.4, 9.5/9.6, 9.7/9.8, 9.9/9.10). Teach 9.11 & 9.12 individually. Majority of work for this unit should be hands-on and with manipulatives. For Chapter 10, don't spend 3 days on 10.8-10.10 but condense to 2 days teaching altogether.</p>	

Content Area:	Mathematics	Grade: K	Pacing:	Quarter 4
Domain(s): Measurement & Data		Measurement Classify & Sort Data		
Mathematics Florida Standards (MAFS)				
<p>MAFS.K.MD.1.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>MAFS.K.MD.1.a Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p>MAFS.K.MD.1.2 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. For example, directly compare the heights of two children and describe one child as taller/shorter</p> <p>MAFS.K.MD.2.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>				
Essential Question(s):				
<p>Chapter 11</p> <ul style="list-style-type: none"> *How can you compare the lengths of two objects? *How can you compare the heights of two objects? *How can you compare the height and length of two objects? *How can you compare the weights of two objects? *How can you describe several ways to measure one object? <p>Chapter 12</p> <ul style="list-style-type: none"> *How can you classify and count objects by color, shape, and size? <p>Students will...</p> <ul style="list-style-type: none"> *Directly compare the lengths of two objects. *Directly compare the heights of two objects. *Compare the height and length of two objects. *Directly compare the weights of two objects. *Describe several measurable attributes of a single object. *Classify and count objects by color, shape, size. 				
Essential Vocabulary:		Rigor:		
<p>Measurement Heavier, lighter, longer, shorter, taller, same height, same length, same weight Compare length/height, unit Classify and Sort Compare number, more, less, equal</p>		<p>MAFS.K.MD.1.1- Conceptual Understanding MAFS.K.MD.1.2- Conceptual Understanding MAFS.K.MD.2.3- Conceptual Understanding/Fluency & Procedural Skills</p>		
Assessments:		Resources:		
<p>Measurement Sorting</p>		<p>Go Math- Chapter 11, Lessons 11.1-11.5 Chapter 12, No Go Math lessons, pull in your own sorting activities. iReady- Unit 5, Lessons 24-27</p>		
<p>Notes: Finish these standards within the month of April. For May, use the “Getting Ready for Grade 1” Go Math Resources.</p>				