

Midfield City Schools

MES Kindergarten

Math Pacing Guide

Year 2017-2018

Counting and Cardinality [CC]

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking [OA]

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten [NBT]

- Work with numbers 11–19 to gain foundations for place value.

Measurement and Data [MD]

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry [G]

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Mathematical Practices

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

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Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	DOK Level
Counting and Cardinality					
October	Know the number names and count the sequence. 1. Count to 100 by ones and by tens. [K-CC1].	Go Math- Chapters 7-8	Chapters 7-8 Eighteen, Eleven, Fifteen, Fifty, Fourteen, Nineteen, One hundred, Ones, Thirteen, Sixteen, Tens, Twelve, Twenty	I can count to 100 by ones. I can count to 100 by tens.	DOK 1
August	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). [K-CC2]	Go Math- Chapter 3	Chapter 3 Eight, Nine, Seven, Six	I can count starting with any number.	DOK 2
August	3. Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). [K-CC3]	Go Math Chapter 1	Chapter 1 Fewer, Five, Four, Larger, Match, More, One, Pairs, Three, Two, Zero	I can write the numbers from 0 to 20.	DOK 2
September	Count to tell the number of objects. 4. Understand the relationship between numbers and quantities; connect counting to cardinality. [K-CC4].	Go Math- Chapter 1	Chapter 1 Fewer, Five, Four, Larger, Match, More, One, Pairs, Three, Two, Zero	I can write the numeral for the number of objects I counted.	DOK 2
September	4.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. [K-CC4]	Go Math- Chapter 1	Chapter 1 Fewer, Five, Four, Larger, Match, More, One, Pairs, Three, Two, Zero	I can say the number as I count each object.	DOK 1

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September	4.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. [K-CC4b]	Go Math- Chapter 1	Chapter 1 Fewer, Five, Four, Larger, Match, More, One, Pairs, Three, Two, Zero	I can understand the last number I said is the total number of objects I counted.	DOK 1
September	4.c. Understand that each successive number name refers to a quantity that is one larger.[K-CC4c]	Go Math- Chapter 2	Chapter 2 Compare, Greater, Less, Number Same	I can understand that each number name is one more than the last number	DOK 1
October	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. [K-CC5]	Go Math- Chapter 3	Chapter 3 Eight, Nine, Seven, Six	I can count objects to answer questions.	DOK 2
October	Compare Numbers 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. (Include groups with up to ten objects.) [K-CC6]	Go Math- Chapter 2	Chapter 2 Compare, Greater, Less, Number Same	I can compare groups of objects to decide which is greater than, less than, or equal to.	DOK 2
October	7. Compare two numbers between 1 and 10 presented as written numerals. [K-CC7]	Go Math- Chapter 4	Chapter 4 Ten	I can compare two written numerals to decide which is greater than, less than, or equal	DOK 2

Operations and Algebraic Thinking

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November	<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>8. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.) [KOA1]</p>	Go Math- Chapter 8	<p>Chapters 7-8 Eighteen, Eleven, Fifteen, Fifty, Fourteen, Nineteen, One hundred, Ones, Thirteen, Sixteen, Tens, Twelve, Twenty</p>	<p>I can show addition. I can show subtraction.</p>	DOK 3
November	<p>9. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. [K-OA2]</p>	Go Math- Chapter 6	<p>Chapter 6 Minus, Subtract</p>	<p>I can add to solve word problems. I can subtract to solve word problems.</p>	DOK 2
December	<p>10. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$). [KOA3]</p>	Go Math- Chapter 5	<p>Chapter 5 Add, Plus, Is equal to</p>	<p>I can break apart numbers into pairs in many ways. I can use objects and drawings to add a number to another number to make 10.</p>	DOK 3

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December	11. 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. [KOA4]	Go Math- Chapter 5	Chapter 5 Add, Plus, Is equal to	I can make combinations of 10 using two numbers. I can show what number is needed to add to another number to make 10.	DOK 2
January	12. Fluently add and subtract within 5. [KOA5]	Go Math- Chapter 5	Chapter 5 Add, Plus, Is equal to	I can quickly add numbers up to 5.	DOK 1
Number & Operations Base Ten					
January	Work with numbers 11-19 to gain foundations for place value. 13. Compose and decompose numbers from 11-19 into tens and 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. [K-NBT1]	Go Math- Chapter 5	Chapter 5 Add, Plus, Is equal to	I can show how the numbers 11-19 are made of ten ones and more ones.	DOK 3
Measurement and Data					

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April	<p>Describe and compare measurable attributes.</p> <p>14. Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object. [K-MD1]</p>	Go Math- Chapters 11-12	<p>Chapter 11 Heavier, Lighter, Longer, Same length, Same height, Same weight, Shorter, Taller</p> <p>Chapter 12 Big, Blue, Category, Classify, Color Graph, Green, Red, Shape, Size, Small, Yellow</p>	I can describe objects.	DOK 1
April	<p>15. 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. [KMD2] Example: Directly compare the heights of two children, and describe one child as taller or shorter.</p>	Go Math- Chapters 11-12	<p>Chapter 11 Heavier, Lighter, Longer, Same length, Same height, Same weight, Shorter, Taller</p> <p>Chapter 12 Big, Blue, Category, Classify, Color Graph, Green, Red, Shape, Size, Small, Yellow</p>	I can compare two objects.	DOK 2
April	<p>Classify objects and count the number of objects in each category.</p> <p>16. Classify objects into given categories; count the number of objects in each category, and sort the categories by count. (Limit category counts to be less than or equal to 10.) [KMD3]</p>	Go Math- Chapters 11-12	<p>Chapter 11 Heavier, Lighter, Longer, Same length, Same height, Same weight, Shorter, Taller</p> <p>Chapter 12 Big, Blue, Category, Classify, Color Graph, Green, Red, Shape, Size, Small, Yellow</p>	I can sort and count objects.	DOK 2
Geometry					

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January	<p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>17. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i> [KG1]</p>	Go Math- Chapters 9-10	<p>Chapter 9 Alike, Circle, Corners, Curve, Different, Hexagon, Rectangle, Sides, Sides of equal, Length, Square, Triangle, Two-dimensional, Shape, Vertex</p> <p>Chapter 10 Cone, Cube, Curved surface, Cylinder, Flat, Flat surface, Roll, Slide, Solid, Sphere, Stack, Three-dimensional</p>	I can describe objects around me by their shape and where they are found.	DOK 2
February	18. Correctly name shapes regardless of their orientation or overall size. [K-G2]	Go Math- Chapters 9-10	<p>Chapter 9 Alike, Circle, Corners, Curve, Different, Hexagon, Rectangle, Sides, Sides of equal, Length, Square, Triangle, Two-dimensional, Shape, Vertex</p> <p>Chapter 10 Cone, Cube, Curved surface, Cylinder, Flat, Flat surface, Roll, Slide, Solid, Sphere, Stack, Three-dimensional</p>	I can name shapes.	DOK 1

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February	19. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). [K-G3]	Go Math- Chapters 9-10	Chapter 9 Alike, Circle, Corners, Curve, Different, Hexagon, Rectangle, Sides, Sides of equal, Length, Square, Triangle, Two-dimensional, Shape, Vertex Chapter 10 Cone, Cube, Curved surface, Cylinder, Flat, Flat surface, Roll, Slide, Solid, Sphere, Stack, Three-dimensional	I can tell if a shape is flat or solid.	DOK 1
February	Analyze, compare, create, and compose shapes. 20. 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 or "corners"), and other attributes (e.g., having sides of equal length). [K-G4]	Go Math- Chapters 9-10	Chapter 9 Alike, Circle, Corners, Curve, Different, Hexagon, Rectangle, Sides, Sides of equal, Length, Square, Triangle, Two-dimensional, Shape, Vertex Chapter 10 Cone, Cube, Curved surface, Cylinder, Flat, Flat surface, Roll, Slide, Solid, Sphere, Stack, Three-dimensional	I can describe how shapes are alike and different.	DOK 3

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March	21. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. [K-G5]	Go Math- Chapter 9	Chapter 9 Alike, Circle, Corners, Curve, Different, Hexagon, Rectangle, Sides, Sides of equal, Length, Square, Triangle, Two-dimensional, Shape, Vertex	I can build and draw shapes.	DOK 3
March	22. Compose simple shapes to form larger shapes. [K-G6] Example: "Can you join these two triangles with full sides touching to make a rectangle?"	Go Math- Chapter 10	Chapter 10 Cone, Cube, Curved surface Cylinder, Flat, Flat surface Roll, Slide, Solid, Sphere, Stack, Three-dimensional	I can put shapes together to make another shape.	DOK 2

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May	<p>Pre-requisite and foundational skills for 1st Grade- Standard 2- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. Standard 20- Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”) [1-G2] Standard 21. Partition circles and rectangles into two and four equal shares; describe the shares using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. [1-G3]</p>		<p>System Initiative to bridge the gap between grades. Standards identified as weak standards during pacing session</p>		

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Assessment Schedule

1st Quarter	2nd Quarter/3rd Quarter	4th Quarter
Standards Tested	Standards Tested	Standards Tested
BM1 Assessment- All Standards (Week of August 28, 2017)	Formative Assessment- November, 2017 (Projected Testing Timeframe; waiting on new contract) Standards- 2, 3, 4, 4a, 4b, 4c, 5, 6, 7, 1, 8	BM 2 Assessment- All Standards (Projected Testing Timeframe- Week of February 5 th or 12 th - pending new contract)

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