Content Area:	MATHEMATICS		Grade Level: K	Suggested PACING-13 Days
Domain:	Chapter 1 (Go Math): Represent, Count and Write Numbers 0 to 5			
Count to tell the number of objects. (Lessons 1.1, 1.3, 1.5)	K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality. 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.		
Count to tell the number of objects. (Lesson 1.6)	K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality. b. Understand that the last number 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.		
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (Lesson 1.7)	K.OA.3	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).		
Count to tell the number of objects. (Lesson 1.8)	K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger.		

Differentiation:	Essential Questions
Enrichment Activities Reteach Activities Grab & Go Centers Kit Teacher Made Games Chapter Literature Chapter Activity Cards iPads Laptops Teacher Projects	*How can you show and count 1-5 with objects? *How can you count and write 1-5 with words and numbers? *How can you use two sets of objects to show 5 in more than one way? *How do you know that the order of numbers is the same as a set of objects that is one larger? *How can you solve problems using the strategy *make a model*? *How can you identify and write 0 with words and numbers?
Knowledge: Students will know…	**ASSESSMENT**
*Use literature to preview number concepts 1-5. *Model and count 1 and 2 with objects. *Represent 1 and 2 objects with number names and written numerals. *Model and count 3 and 4 with objects. *Represent 3 and 4 objects with number names and written numerals. *Model and count 5 with objects. *Represent 5 objects with number names and written numerals. *Use objects or drawings to decompose 5 into pairs in more than one *Know that each successive number refers to a quantity that is one *Solve problems by using the strategy *make a model*. *Represent 0 objects with a number name and a written numeral.	Teacher Observation Student Assessments (Go Math chapter tests, unit tests & enrichment tests) Basic Facts Review Online Assessment System Grab & Go Centers Cross-Curricular Center Activities MAP Assessments NJ Model Assessment 1 NJ Model Assessment 2 NJ Model Assessment 3 NJ Model Assessment 4 NJ Model Assessment 5

RESOURCES
*Go Math Chapter 1- Introduction & Lessons: 1.1,1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 *Games in beginning of each chapter *Grab and Go Differentiated Centers Kit *Online Math concept readers *Animated Math Models *Enrichment Lessons as needed *Reteach Lessons as needed *ELL Lessons as needed *RTI Lessons as needed *iPads *Splash Math *Student Workbooks *Teach Me * Assessment & Resource Folder

Content Area:	MATHEMATICS		Grade Level: K	Suggested PACING-8 Days
Domain:	Chapter 2 (Go Math): Compare Numbers to 5			
Compare Numbers (Lessons 2.1-2.5)	K.CC.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.		

Differentiation:	Essential Questions
Enrichment Activities Reteach Activities Grab & Go Centers Kit Teacher Made Games Chapter Literature Chapter Activity Cards I Pad Laptops Teacher Projects	*How can you use matching and counting to compare sets with the same number of objects? *How can you compare sets when the number of objects is greater than the number of objects in the other set? *How can you compare sets when the number of objects in one set is less than the number of objects in the other set? *How can you make a model to solve problems using a matching strategy? *How can you use a counting strategy to compare sets of objects?

Knowledge: Students will know…	ASSESSMENT
*Use matching and counting strategies to compare sets with the same number of objects. * Use matching and counting strategies to compare sets when the of objects in one set is greater than the number of objects in the other * 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 *Make a model to solve problems using a matching strategy. *Use a counting strategy to compare sets of objects.	Teacher Observation Student Assessments (Go Math chapter tests, unit tests & enrichment tests) Basic Facts Review Online Assessment System Grab & Go Centers Cross-Curricular Center Activities

RESOURCES
*Go Math Chapter 2- Introduction & Lessons: 2.1,2.2, 2.3, 2.4, 2.5 *Games in beginning of each chapter *Grab and Go Differentiated Centers Kit *Online Math concept readers *Animated Math Models *Enrichment Lessons as needed *Reteach Lessons as needed *ELL Lessons as needed *RTI Lessons as needed *I Tools *Student Workbooks

Content Area:	MATHEMATICS		Grade Level: K	Suggested PACING-12 Days
Domain:	Chapter 3 (Go Math): Represent, Count and Write Numbers 6 to 9			

Count to tell the number of objects. (Lessons 3.1, 3.3, 3.5, 3.7)	K.CC.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 to 20 count out that many objects.
Know number names and the count sequence. (Lessons 3.2, 3.4, 3.6, 3.8)	K.CC.3	Write numbers from 0 to 20. Represent a number of objects within a written numeral 0-20 (With 0 representing a count of no objects).
Compare numbers. (Lesson 3.9)	K.CC.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.

Differentiation:	Essential Questions
Enrichment Activities Reteach Activities Grab & Go Centers Kit Teacher Made Games Chapter Literature Chapter Activity Cards I Pad Laptops Teacher Projects	*How can you show and count 6 objects? *How can you count and write 6 with words and numbers? *How can you show and count 7 objects? *How can you count and write 7 with words and numbers? *How can you show and count 8 objects? *How can you count and write 8 with words and numbers? *How can you show and count 9 objects? *How can you count and write 9 with words and numbers? *How can you solve problems using the strategy *draw a picture*?
Knowledge: Students will know…	**ASSESSMENT**
*Model and count 6 with objects. *Represent 6 objects with number names and a written numeral. *Model and count 7 with objects. *Represent 7 objects with number names and a written numeral. *Model and count 8 with objects. *Represent 8 objects with number names and a written numeral. *Model and count 9 with objects. *Represent 9 objects with number names and a written numeral. *Solve problems by using the strategy *draw a picture*.	Teacher Observation Student Assessments (Go Math chapter tests, unit tests & enrichment tests) Basic Facts Review Online Assessment System Grab & Go Centers Cross-Curricular Center Activities

RESOURCES
*Go Math Chapter 3- Introduction & Lessons: 3.1,3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 *Games in beginning of each chapter *Grab and Go Differentiated Centers Kit *Online Math concept readers *Animated Math Models *Enrichment Lessons as needed *Reteach Lessons as needed *ELL Lessons as needed *RTI Lessons as needed *Student Workbooks

Content Area:	MATHEMATICS		Grade Level: K	Suggested PACING-10 Days
Domain:	Chapter 4 (Go Math): Represent and Compare Numbers to 10			

Count to tell the number of objects. (Lesson 4.1)	K.CC.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 to 20 count out that many objects.
Know number names and the count sequence. (Lesson 4.2)	K.CC.3	Write numbers from 0 to 20. Represent a number of objects within a written numeral 0-20 (With 0 representing a count of no objects).
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (Lesson 4.3)	K.OA.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.
Know number names and the count sequence. (Lesson 4.4)	K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Compare numbers. (Lessons 4.5, 4.6)	K.CC.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.
Compare numbers. (Lesson 4.7)	K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.

Differentiation:	Essential Questions
Enrichment Activities Reteach Activities Grab & Go Centers Kit Teacher Made Games Chapter Literature Chapter Activity Cards I Pad Laptops Teacher Projects	*How can you show and count 10 objects? *How can you count and write 10 with words and numbers? *How can you use a drawing to make 10 from a given number? *How can you count forward to 10 from a given number? *How can you solve problems using the strategy *make a model*? *How can you use counting strategies to compare sets of objects? *How can you compare numbers between 1 and 10?
Knowledge: Students will know…	**ASSESSMENT**
*Model and count 10 with objects. *Represent 10 objects with number names and a written numeral. *Use a drawing to make 10 from a given number. *Count forward to 10 from a given number. *Solve problems by using the strategy *make a model*. *Use counting strategies to compare sets of objects. *Compare two numbers between 1 and 10.	Teacher Observation Student Assessments (Go Math chapter tests, unit tests & enrichment tests) Basic Facts Review Online Assessment System Grab & Go Centers Cross-Curricular Center Activities

RESOURCES
*Go Math Chapter 4- Introduction & Lessons: 4.1,4.2, 4.3, 4.4, 4.5, 4.6, 4.7 *Games in beginning of each chapter *Grab and Go Differentiated Centers Kit *Online Math concept readers *Animated Math Models *Enrichment Lessons as needed *Reteach Lessons as needed *ELL Lessons as needed *RTI Lessons as needed *Student Workbooks

Content Area:	MATHEMATICS		Grade Level: K	Suggested PACING-15 Days
Domain:	Chapter 5 (Go Math): Addition			

Together and adding to, and understand subtraction as taking apart and taking from. (Lessons 5.1, 5.2, 5.3)	K.OA.1	Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (Lessons 5.4, 5.6)	K.OA.5	Demonstrate fluency for addition and subtraction within 5.
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (Lesson 5.5)	K.OA.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.
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (Lesson 5.7)	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (Lesson 5.8, 5.9, 5.10, 5.11, 5.12)	K.OA.3	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).

Differentiation:	Essential Questions
Enrichment Activities Reteach Activities Grab & Go Centers Kit Teacher Made Games Chapter Literature Chapter Activity Cards I Pad Laptops Mega Math Soar to Success	*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 use a drawing to find the number that makes 10 from a given number? *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? * How can you model and write addition sentences for number pairs for each sum of 6 and 7? * How can you model and write addition sentences for number pairs for sums of 9? * How can you model and write addition sentences for number pairs for sums of 10?

Knowledge: Students will know…	ASSESSMENT
*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. *Use a drawing to find 10 from a given number and record the equation. *Solve addition word problems within 5 and record the equation. *Solve addition word problems within 10 and record the equation. *Decompose numbers within 5 into pairs in more than one way and each decomposition with an equation. *Decompose 6 and 7 into pairs in more than one way and record each decomposition with an equation. *Decompose 8 into pairs in more than one way and record each decomposition with an equation. *Decompose 9 into pairs in more than one way and record each decomposition with an equation. *Decompose 10 into pairs in more than one way and record each decomposition with an equation.	Teacher Observation Student Assessments (Go Math chapter tests, unit tests & enrichment tests) Basic Facts Review Online Assessment System Grab & Go Centers Cross-Curricular Center Activities

RESOURCES
*Go Math Chapter 5- Introduction & Lessons: 5.1,5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 *Games in beginning of each chapter *Grab and Go Differentiated Centers Kit *Online Math concept readers *Animated Math Models   *Student Workbooks *Enrichment Lessons as needed *Reteach Lessons as needed *ELL Lessons as needed *RTI Lessons as needed

Content Area:	MATHEMATICS		Grade Level: K Level: K	Suggested PACING-10 Days
Domain:	Chapter 6 (Go Math): Subtraction			

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (Lesson 6.1, 6.2, 6.3)	K.OA.1	Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (Lesson 6.4, 6.5)	K.OA.5	Demonstrate fluency for addition and subtraction within 5.
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (Lesson 6.6, 6.7)	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Differentiation:	Essential Questions
Enrichment Activities Reteach Activities Grab & Go Centers Kit Teacher Made Games Chapter Literature Chapter Activity Cards I Pad Laptops Teacher Projects	*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?
Knowledge: Students will know…	**ASSESSMENT**
*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 record the equation. *Solve subtraction word problems within 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.	Teacher Observation Student Assessments (Go Math chapter tests, unit tests & enrichment tests) Basic Facts Review Online Assessment System Grab & Go Centers Cross-Curricular Center Activities

RESOURCES
*Go Math Chapter 6- Introduction & Lessons: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 *Games in beginning of each chapter *Grab and Go Differentiated Centers Kit *Online Math concept readers *Animated Math Models *Enrichment Lessons as needed *Reteach Lessons as needed *ELL Lessons as needed *RTI Lessons as needed   *Student Workbooks

Content Area:	MATHEMATICS			Grade Level: K Level: K	Suggested PACING-13 Days
Domain:	Chapter 7 (Go Math): Represent, Count, and Write 11 to 19.				
Work with numbers 11-19 to gain foundations for place value. (Lessons 7.1, 7.3, 7.5, 7.7,7.9)	K.NBT.1	Compose and decompose numbers from 11 to 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.			
Know number names and the count sequence. (Lessons 7.2, 7.4, 7.6, 7.8, 7.10)	K.CC.3	Write numbers from 0 to 20. Represent a number of objects within a written numeral 0-20 (With 0 representing a count of no objects).			

Differentiation:	Essential Questions
Enrichment Activities Reteach Activities Grab & Go Centers Kit Teacher Made Games Chapter Literature Chapter Activity Cards I Pad Laptops Teacher Projects	*How can you use objects to show 11 and 12 as ten ones and some more ones? *How can you count and write 11 and 12 with words and numbers? *How can you use objects to show 13 and 14 as ten ones and some further ones? *How can you count and write 13 and 14 with words and numbers? *How can you use objects to show 15 as ten ones and some more ones and show 15 as a number? *How can you solve problems using the strategy *draw a picture*? *How can you use objects to show 16 and 17 as ten ones and some more ones? *How can you count and write 16 and 17 with words and numbers? *How can you use objects to show 18 and 19 as ten ones and some more ones?
Knowledge: Students will know…	ASSESSMENT
*Use objects to decompose the numbers 11 and 12 into ten ones and further ones. *Represent 11 and 12 objects with number names and written numerals. *Use objects to decompose the numbers 13 and 14 into ten ones and further ones. *Represent 13 and 14 objects with number names and written numerals. *Use objects to decompose 15 into ten ones and some further ones and represent 15 with a number name and a written numeral. *Solve problems by using the strategy *draw a picture*. *Use objects to decompose the numbers 16 and 17 into ten ones and further ones. *Represent 16 and 17 objects with number names and written numerals. *Use objects to decompose the numbers 18 and 19 into ten ones and further ones. *Represent 18 and 19 objects with number names and written numerals.	Teacher Observation Student Assessments (Go Math chapter tests, unit tests & enrichment tests) Basic Facts Review Online Assessment System Grab & Go Centers Cross-Curricular Center Activities

RESOURCES
*Go Math Chapter 7- Introduction & Lessons: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10 *Games in beginning of each chapter *Grab and Go Differentiated Centers Kit *Online Math concept readers *Animated Math Models *Enrichment Lessons as needed *Reteach Lessons as needed *ELL Lessons as needed *RTI Lessons as needed *Student Workbooks

Content Area:	MATHEMATICS		Grade Level: K Level: K	Suggested PACING-11 Days
Domain:	Chapter 8 (Go Math): Represent, Count, and Write 20 and Beyond			

Count to tell the number of objects. (Lesson 8.1)	K.CC.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 to 20 count out that many objects.
Know number names and the count sequence. (Lesson 8.2)	K.CC.3	Write numbers from 0 to 20. Represent a number of objects within a written numeral 0-20 (With 0 representing a count of no objects).
Know number names and the count sequence. (Lesson 8.3)	K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Compare numbers. (Lesson 8.4)	K.CC.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.
Know number names and the count sequence. (Lessons 8.5, 8.6, 8.7, 8.8)	K.CC.1	Count to 100 by ones and tens.

Differentiation:	Essential Questions
Enrichment Activities Reteach Activities Grab & Go Centers Kit Teacher Made Games Chapter Literature Chapter Activity Cards I Pad Laptops Teacher Projects	*How can you show and count 20 objects? *How can you count and write 20 with words and numbers? *How can you count forward to 20 from a given number? *How can you solve problems by using the strategy *make a model*? *How does the order of numbers help you to count to 50 by ones? *How does the order of numbers help you count to 100 by ones? *How can you count to 100 by tens on a hundreds chart? *How can you use sets of tens to count to 100?
Knowledge: Students will know…	**ASSESSMENT**
*Model and count 20 with objects. *Represent 20 objects with a number name and a written numeral. *Count forward to 20 from a given number. *Solve problems by using the strategy *make a model*. *Know the count sequence when counting to 50 by ones. *Know the count sequence when counting to 100 by ones. *Know the count sequence when counting to 100 by tens. *Use sets of tens to count to 100.	Teacher Observation Student Assessments (Go Math chapter tests, unit tests & enrichment tests) Basic Facts Review Online Assessment System Grab & Go Centers Cross-Curricular Center Activities

RESOURCES
*Go Math Chapter 8- Introduction & Lessons: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8 *Games in beginning of each chapter *Grab and Go Differentiated Centers Kit *Online Math concept readers *Animated Math Models *Enrichment Lessons as needed *Reteach Lessons as needed *ELL Lessons as needed *RTI Lessons as needed *Student Workbooks

Content Area:	MATHEMATICS		Grade Level: K Level: K	Suggested PACING-15 Days
Domain:	Chapter 9 (Go Math): Identify and Describe Two-Dimensional Shapes			
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (Lessons 9.1, 9.3, 9.5, 9.7, 9.9)	K.G.2	Correctly name shapes regardless of their orientation or overall size.		
Analyze, compare, create, and compose shapes. (Lessons 9.2, 9.4, 9.6, 9.8, 9.10, 9.11)	K.G.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).		
Analyze, compare, create, and compose shapes. (Lesson 9.12)	K.G.6	Compose simple shapes to form larger shapes.		

Differentiation:	Essential Questions
Enrichment Activities Reteach Activities Grab & Go Centers Kit Teacher Made Games Chapter Literature Chapter Activity Cards I Pad Laptops Teacher Projects	*How can you identify and name circles? *How can you describe circles? *How can you identify and name squares? *How can you describe squares? *How can you identify and name triangles? *How can you describe triangles? *How can you identify and name rectangles? *How can you describe rectangles? *How can you identify and name hexagons? *How can you describe hexagons? *How can you use the words *alike* and *different* to compare two-dimensional shapes? *How can you solve problems using the strategy *draw a picture*?

Knowledge: Students will know…	ASSESSMENT
*Identify and name two-dimensional shapes including circles. *Describe attributes of circles. *Identify and name two-dimensional shapes including squares. *Describe attributes of squares. *Identify and name two-dimensional shapes including triangles. *Describe attributes of triangles. *Identify and name two-dimensional shapes including rectangles. *Describe attributes of rectangles. *Identify and name two-dimensional shapes including hexagons. *Describe attributes of hexagons. *Use the words *alike* and *different* to compare two-dimensional shapes attributes. *Solve problems by using the strategy *draw a picture*.	Teacher Observation Student Assessments (Go Math chapter tests, unit tests & enrichment tests) Basic Facts Review Online Assessment System Grab & Go Centers Cross-Curricular Center Activities

RESOURCES
*Go Math Chapter 9- Introduction & Lessons: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12 *Games in beginning of each chapter *Grab and Go Differentiated Centers Kit   *Student Workbooks *Online Math concept readers *Animated Math Models *Enrichment Lessons as needed *Reteach Lessons as needed *ELL Lessons as needed *RTI Lessons as needed

Content Area:	MATHEMATICS		Grade Level: K	Suggested PACING-12 Days
Domain:	Chapter 10 (Go Math): Identify and Describe Three-Dimensional Shapes			

Identify and describe shapes (Analyze, compare, create, and compose shapes.) (Lesson 10.1)	K.G.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).	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (Lessons 10.2, 10.3, 10.4, 10.5)	K.G.2	Correctly name shapes regardless of their orientation or overall size.	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (Lesson 10.6)	K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (Lessons 10.7, 10.8, 10.9)	K.G.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*.	
Identify and describe shapes (Analyze, compare, create, and compose shapes.) (Art Center: Picture This)	K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	

Differentiation:	Essential Questions
Enrichment Activities Reteach Activities Grab & Go Centers Kit Teacher Made Games Chapter Literature Chapter Activity Cards I Pad Laptops Teacher Projects	*How can you show which shapes stack, roll, or slide? *How can you identify, name, and describe spheres? *How can you identify, name, and describe cubes? *How can you identify, name, and describe cylinders? *How can you identify, name, and describe cones? *How can you solve problems using the strategy *use logical reasoning*? *How can you use the terms *above* and *below* to describe shapes in the environment? *How can you use the terms *beside* and *next to* to describe shapes in the environment? *How can you use the terms *in front of* and *behind* to describe shapes in the environment? *How can you use three-dimensional shapes to make other shapes and pictures?

Knowledge: Students will know…	ASSESSMENT
*Analyze and compare three-dimensional shapes by attributes. *Identify, name, and describe three-dimensional shapes including *Identify, name, and describe three-dimensional shapes including cubes. *Identify, name, and describe three-dimensional shapes including cylinders. *Identify, name, and describe three-dimensional shapes including cones. *Solve problems by using the strategy *use logical reasoning*. *Use the terms *above* and *below* to describe shapes in the environment. *Use the terms *beside* and *next to* to describe shapes in the *Use the terms *in front of* and *behind* to describe shapes in the environment. *Use a variety of three-dimensional shapes to create a picture.	Teacher Observation Student Assessments (Go Math chapter tests, unit tests & enrichment tests) Basic Facts Review Online Assessment System Grab & Go Centers Cross-Curricular Center Activities

RESOURCES
*Go Math Chapter 10- Introduction & Lessons: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9 *Games in beginning of each chapter *Grab and Go Differentiated Centers Kit   *Student Workbooks *Online Math concept readers   *Cross-Curricular Center Activities/Art Center/Picture This *Animated Math Models *Enrichment Lessons as needed *Reteach Lessons as needed *ELL Lessons as needed *RTI Lessons as needed

Content Area:	MATHEMATICS		Grade Level: K	Suggested PACING-8 Days
Domain:	Chapter 11 (Go Math): Measurement			
Describe and compare measurable attributes. (Lessons 11.1, 11.2, 11.3, 11.4)	K.MD.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.		
Describe and compare measurable attributes. (Lesson 11.5)	K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		

Differentiation:	Essential Questions
Enrichment Activities Reteach Activities Grab & Go Centers Kit Teacher Made Games Chapter Literature Chapter Activity Cards I Pad Laptops Teacher Projects	*How can you compare the lengths of two objects? *How can you compare the heights of two objects? *How can you solve problems using the strategy *draw a picture*? *How can you compare the weights of two objects? *How can you describe several ways to measure one object?
Knowledge: Students will know…	**ASSESSMENT**
*Directly compare the lengths of two objects. *Directly compare the heights of two objects. *Solve problems by using the strategy *draw a picture*. *Directly compare the weights of two objects. *Describe several measurable attributes of a single object.	Teacher Observation Student Assessments (Go Math chapter tests, unit tests & enrichment tests) Basic Facts Review Online Assessment System Grab & Go Centers Cross-Curricular Center Activities

RESOURCES
*Go Math Chapter 11- Introduction & Lessons: 11.1, 11.2, 11.3, 11.4, 11.5 *Games in beginning of each chapter *Grab and Go Differentiated Centers Kit *Online Math concept readers *Animated Math Models *Enrichment Lessons as needed *Reteach Lessons as needed *ELL Lessons as needed *RTI Lessons as needed *Student Workbooks

Content Area:	MATHEMATICS		Grade Level: K	Suggested PACING-9 Days
Domain:	Chapter 12 (Go Math): Classify and Sort Data			
Classify objects and count the number of objects in each category. (Lessons 12.1, 12.2, 12.3, 12.4, 12.5, 12.6)	K.MD.3	Classify objects into given categories; count the number of objects in each category and sort the categories by count.		

Differentiation:	Essential Questions
Enrichment Activities Reteach Activities Grab & Go Centers Kit Teacher Made Games Chapter Literature Chapter Activity Cards I Pad Laptops Teacher Projects	*How can you classify and count objects by color? *How can you classify and count objects by shape? *How can you classify and count objects by size? *How can you make a graph to count objects that have been classified into categories? *How can you read a graph to count objects that have been classified into categories? *How can you solve problems using the strategy *use logical reasoning*?
Knowledge: Students will know…	**ASSESSMENT**
*Classify and count objects by color. *Classify and count objects by shape. *Classify and count objects by size. *Make a graph to count objects that have been classified into categories. *Read a graph to count objects that have been classified into categories. *Solve problems by using the strategy *use logical reasoning*.	Teacher Observation Student Assessments (Go Math chapter tests, unit tests & enrichment tests) Basic Facts Review Online Assessment System Grab & Go Centers Cross-Curricular Center Activities

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks, Model Curriculum Assessment & Resources
21st Century Skills and Career Integration	Informational sources, text features, appropriate financial literacy skills
Technology Integration	Digital tools; iPads, computers, Splash Math, Teach Me
Interdisciplinary Connections	Social Studies and Science- Informational Text
Core Instructional and Supplemental Materials	Core Instruction: Go Math Series, GoMath Support / Intervention Materials, Model Curriculum Resources, Curriculum Resources Folder
Modifications/Accommodations	ELL: Alternate responses, extended time, teacher modeling, simplified directions, vocabulary banks, manipulatives, nonverbal responses, sentence frames, prompts, partner talk Special Education: Enlarged graph paper, small group instruction, highlighted instructions/keywords and/or computation signs, hands on activities, visual cues, number line, modified assessment, models G&T: Enrichment activities, centers, projects, flexible grouping, interest centers, learning log, extension activities, small group