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| **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)  Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (Lesson 1.7)  Count to tell the number of objects. (Lesson 1.8) | | 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. | | |
| K.OA.3  K.CC.4 | 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).  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. | | |
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| **Differentiation:** | **Essential Questions** | |
| Enrichment Activities Reteach Activities Grab & Go Centers Kit Teacher Made Games Chapter Literature Chapter Activity Cards iPads  Laptops | \*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? | |
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| Teacher Projects |  | |
| **Knowledge: Students will know…** | **ASSESSMENT** | |
| \*Use literature to preview number concepts 1-5. | Teacher Observation | |
| \*Model and count 1 and 2 with objects. | Student Assessments (Go Math chapter tests, unit tests & enrichment tests) | |
| \*Represent 1 and 2 objects with number names and written numerals. | Basic Facts Review | |
| \*Model and count 3 and 4 with objects. | Online Assessment System | |
| \*Represent 3 and 4 objects with number names and written numerals.  \*Model and count 5 with objects. | Grab & Go Centers  Cross-Curricular Center Activities | |
| \*Represent 5 objects with number names and written numerals. | MAP Assessments | |
| \*Use objects or drawings to decompose 5 into pairs in more than one way. |  | |
| \*Know that each successive number refers to a quantity that is one larger. |  | |
| \*Solve problems by using the strategy *make a model*. |  | |
| \*Represent 0 objects with a number name and a written numeral. | [NJ Model Assessment 1](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=prNLxKfgfkJTN8ojAuyfyKPQbSx%2bmWRhwW2H15pSwX0%3d&docid=2_106723d3b8d5844b39960847804094077&rev=1)  [NJ Model Assessment 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=LRhacPnbcstZGiO2F49TQKjE35mhN9CgEphpGKFA%2fxI%3d&docid=2_1f1f644f7b1cb43478e82c9243adb5b8d&rev=1)  [NJ Model Assessment 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=R8iunbgBjARrJZiKC4aL6DL0DK6caZbkH803Hsf%2fIQ4%3d&docid=2_1a851db53670042ffa1be759a5358a856&rev=1)  [NJ Model Assessment 4](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=4dFGo9QIXk0CKbN1qfhmCPmD6d0i1C0EHeBBqlIDFDU%3d&docid=2_10c8750518c11425ca12bf188fc348c04&rev=1)  [NJ Model Assessment 5](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=9NwQ%2bBtf5Cqk8IYgKzDCB3WZ56FED3PGE51k3izQro8%3d&docid=2_12d94bb23067146eb8de4f9f9881a5741&rev=1) | |

**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

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| **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. | | | |
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| **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? | | |

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

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| **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)  Compare numbers. (Lesson 3.9) | | 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). | | |
| 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. | | |
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| **Differentiation:** | **Essential Questions** |
| Enrichment Activities Reteach Activities Grab & Go Centers Kit Teacher Made Games Chapter Literature Chapter Activity Cards I Pad  Laptops | \*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*? |
| Teacher Projects |  |
| **Knowledge: Students will know…** | **ASSESSMENT** |
| \*Model and count 6 with objects. | Teacher Observation |
| \*Represent 6 objects with number names and a written numeral. | Student Assessments (Go Math chapter tests, unit tests & enrichment tests) |
| \*Model and count 7 with objects. | Basic Facts Review |
| \*Represent 7 objects with number names and a written numeral. | Online Assessment System |
| \*Model and count 8 with objects.  \*Represent 8 objects with number names and a written numeral. | Grab & Go Centers  Cross-Curricular Center Activities |
| \*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*. |  |

**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

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| **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)  Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (Lesson 4.3)  Know number names and the count sequence. (Lesson 4.4)  Compare numbers. (Lessons 4.5, 4.6)  Compare numbers. (Lesson 4.7) | | 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). | | |
| K.OA.4  K.CC.2  K.CC.6  K.CC.7 | 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.  Count forward beginning from a given number within the known sequence (instead of having to begin at 1).  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 two numbers between 1 and 10 presented as written numerals. | | |
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| **Differentiation:** | | **Essential Questions** |
| Enrichment Activities Reteach Activities Grab & Go Centers Kit Teacher Made Games Chapter Literature Chapter Activity Cards I Pad  Laptops | | \*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? |
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| Teacher Projects | |  |
| **Knowledge: Students will know…** | | **ASSESSMENT** |
| \*Model and count 10 with objects. | | Teacher Observation |
| \*Represent 10 objects with number names and a written numeral. | | Student Assessments (Go Math chapter tests, unit tests & enrichment tests) |
| \*Use a drawing to make 10 from a given number. | | Basic Facts Review |
| \*Count forward to 10 from a given number. | | Online Assessment System |
| \*Solve problems by using the strategy *make a model*.  \*Use counting strategies to compare sets of objects. | | Grab & Go Centers  Cross-Curricular Center Activities |
| \*Compare two numbers between 1 and 10. | |  |

**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

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| **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 | | K.OA.5 | Demonstrate fluency for addition and subtraction within 5. | | |
| together and adding to, and | |  |  | | |
| understand subtraction as taking | |  |  | | |
| apart and taking from. (Lessons | |  |  | | |
| 5.4, 5.6) | |  |  | | |
| Understand addition as putting | |  |  | | |
| K.OA.4  K.OA.2  K.OA.3 | 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.  Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  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). | | |
| together and adding to, and | |
| understand subtraction as taking | |
| apart and taking from. (Lesson | |
| 5.5) | |
| Understand addition as putting | |
| together and adding to, and | |
| understand subtraction as taking | |
| apart and taking from. (Lesson | |
| 5.7) | |
| 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) | |
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| **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 Teacher Projects | \*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 8? |
|  | \* 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? |

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| **Knowledge: Students will know…** | **ASSESSMENT** |
| \*Use expressions to represent addition within 5. | Teacher Observation |
| \*Use expressions to represent addition. | Student Assessments (Go Math chapter tests, unit tests & enrichment tests) |
| \*Solve problems by using the strategy *act it out*. | Basic Facts Review |
| \*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. | Online Assessment System Grab & Go Centers  Cross-Curricular Center Activities |
| \*Solve addition word problems within 10 and record the equation. |  |
| \*Decompose numbers within 5 into pairs in more than one way and record |  |
| 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. |  |
| **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 | |

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| **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)  Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (Lesson 6.6, 6.7) | | K.OA.5 | Demonstrate fluency for addition and subtraction within 5. | | |
| 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. | | |
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| **Differentiation:** | **Essential Questions** |
| Enrichment Activities Reteach Activities Grab & Go Centers Kit Teacher Made Games Chapter Literature Chapter Activity Cards I Pad | \*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? |
| Laptops |  |
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| Teacher Projects |  |
| **Knowledge: Students will know…** | **ASSESSMENT** |
| \*Use expressions to represent subtraction within 5. | Teacher Observation |
| \*Use expressions to represent subtraction. | Student Assessments (Go Math chapter tests, unit tests & enrichment tests) |
| \*Solve problems by using the strategy *act it out*. | Basic Facts Review |
| \*Use objects and drawings to solve subtraction word problems within 5. | Online Assessment System |
| \*Solve subtraction word problems within 5 and record the equation.  \*Solve subtraction word problems within 10 and record the equation. | Grab & Go Centers  Cross-Curricular Center Activities |
| \*Understand addition as putting together or adding to and subtraction as |  |
| taking apart or taking from to solve word problems. |  |

**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

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| **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). | | |
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| **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?  \*How can you count and write 18 and 19 with words and numbers? |
| **Knowledge: Students will know…** | **ASSESSMENT** |
| \*Use objects to decompose the numbers 11 and 12 into ten ones and some | Teacher Observation |
| further ones. | Student Assessments (Go Math chapter tests, unit tests & enrichment tests) |
| \*Represent 11 and 12 objects with number names and written numerals. | Basic Facts Review |
| \*Use objects to decompose the numbers 13 and 14 into ten ones and some | Online Assessment System |
| further ones.  \*Represent 13 and 14 objects with number names and written numerals. | Grab & Go Centers  Cross-Curricular Center Activities |
| \*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 some |  |
| 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 some |  |
| further ones. |  |
| \*Represent 18 and 19 objects with number names and written numerals. |  |

**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

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| **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)  Know number names and the count sequence. (Lesson 8.3)  Compare numbers. (Lesson 8.4)  Know number names and the count sequence. (Lessons 8.5, 8.6, 8.7, 8.8) | | K.CC.3  K.CC.2 | 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).  Count forward beginning from a given number within the known sequence (instead of having to begin at 1). | | |
| K.CC.6  K.CC.1 | 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.  Count to 100 by ones and tens. | | |
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| **Differentiation:** | **Essential Questions** |
| Enrichment Activities Reteach Activities Grab & Go Centers Kit Teacher Made Games Chapter Literature Chapter Activity Cards I Pad  Laptops | \*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? |
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| Teacher Projects |  |
| **Knowledge: Students will know…** | **ASSESSMENT** |
| \*Model and count 20 with objects. | Teacher Observation |
| \*Represent 20 objects with a number name and a written numeral. | Student Assessments (Go Math chapter tests, unit tests & enrichment tests) |
| \*Count forward to 20 from a given number. | Basic Facts Review |
| \*Solve problems by using the strategy *make a model*. | Online Assessment System |
| \*Know the count sequence when counting to 50 by ones.  \*Know the count sequence when counting to 100 by ones. | Grab & Go Centers  Cross-Curricular Center Activities |
| \*Know the count sequence when counting to 100 by tens. |  |
| \*Use sets of tens to count to 100. |  |

**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

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| **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)  Analyze, compare, create, and compose shapes. (Lesson 9.12) | | 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). | | |
| K.G.6 | Compose simple shapes to form larger shapes. | | |
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| **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*? |

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

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| **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)  Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (Lesson 10.6)  Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (Lessons 10.7, 10.8, 10.9)  Identify and describe shapes (Analyze, compare, create, and compose shapes.) (Art Center: Picture This) | | K.G.2 | Correctly name shapes regardless of their orientation or overall size. | | |
| K.G.3  K.G.1  K.G.5 | Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).  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*.  Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. | | |
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| **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? |

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| **Knowledge: Students will know…** | **ASSESSMENT** |
| \*Analyze and compare three-dimensional shapes by attributes. | Teacher Observation |
| \*Identify, name, and describe three-dimensional shapes including spheres. | Student Assessments (Go Math chapter tests, unit tests & enrichment tests) |
| \*Identify, name, and describe three-dimensional shapes including cubes. | Basic Facts Review |
| \*Identify, name, and describe three-dimensional shapes including cylinders.  \*Identify, name, and describe three-dimensional shapes including cones. | Online Assessment System Grab & Go Centers  Cross-Curricular Center Activities |
| \*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 environment. |  |
| \*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. |  |
| **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 | |

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

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

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| **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  504/Students at Risk: Enlarged graph paper, small group instruction, highlighted  instructions/keywords and/or computation signs, hands on activities, visual cues, number line, modified assessment, models |