Mathematica	al Practices
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- □ Make sense of problems and persevere in solving them.
- Reason abstractly and guantitatively.
- □ Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- □ Attend to precision.
- □ Look for and make use of structure.
- □ Look for and express regularity in repeated reasoning.

### **Research-based Instructional Practices** Give students access to a variety of activity settings such as

- individual, teacher-led small group, whole group, student group work, and choice. Encourage meaningful peer interactions and promote peer
- conversations. Avoid dominating classroom conversations by maintaining a balance of teacher and student talk.
- Provide opportunities for students to make predictions and brainstorm consequences. Encourage them to discover and evaluate their own answers.
- □ Help students monitor their own thinking by showing them how you approach a problem and the questions you ask yourself to monitor your own thinking process. Think out loud.
- Help students explain, justify, or demonstrate their own learning by offering opportunities to reflect on, plan, and share their thinking.
- Use scaffolded instruction to asking open-ended questions, engage in feedback loops, and probe deeply into students thinking and understanding. Balance with didactic instruction.
- □ Provide needed practice and repetition, models, demonstrations, information and guidance using didactic instruction.





#### **Prerequisites**



**Yvonne Caamal Canul** Superintendent

Mark Coscarella, Ed. D. Deputy Superintendent

#### Camela Diaz Interim Assistant Director for Student Learning

Delsa Chapman Executive Director of Student Learning

#### Many thanks to...

the teachers and administrators who helped develop and revise the pacing guides.

Mathematics Pacing Guide is based on the Common Core State Standards, and the I CAN statements are tailored to the needs of the students in the Lansing School District. For easy access to the actual state standards as well as supporting information and resources visit the official Common Core website at: www.corestandards.org

This Mathematics Pacing Guide has been aligned to the Go Math! Series for this grade level. Please teach the units and concepts with fidelity in the order that they have been laid out.

We will review the pacing guide at the end of the year and adjust accordingly.

#### The following tips may be helpful as you use the Pacing Guide:

- understand Common Core State Standards.



## Kindergarten • First Quarter Pacing Guide

# Mathematics

### **Introduction to Your Mathematics Pacing Guide**

Introduce 9-week content skills according to the Pacing Guide.

Incorporate the research-based instructional practices listed on the back.

· Once a skill is mastered, continue to practice it.

· Continue to reinforce skills and concepts throughout the year until mastery is achieved.

Become familiar with sequencing at previous and subsequent grade levels.

The website, www.corestandards.org, can be used to find more information and to better

Kindergarten	Mathematics		
Counting & Cardinality	Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Da
<ul> <li>CC.K.1</li> <li>I CAN count by 1's and 10's to 20.</li> <li>CC.K.3</li> <li>I CAN write numbers from 0 to 10.</li> <li>CC.K.4</li> <li>I CAN say the number as I count each object up to 9.</li> <li>I CAN tell that the last number I said tells how many objects I counted.</li> <li>I CAN count up to 8 objects and tell what one more is without recounting.</li> <li>CC.K.5</li> <li>I CAN show and count up to 9 objects presented in any arrangement.</li> <li>CC.K.6</li> <li>I CAN identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 9.</li> <li>CC.K.7</li> <li>I CAN compare two numbers from 1 to 9 and tell which is greater, which is less, or if they are equal.</li> </ul>	This is not a focus area during this quarter.         Continue to reinforce skills and concepts previously introduced, as necessary.	This is not a focus area during this quarter.         Continue to reinforce skills and concepts previously introduced, as necessary.	This is not a focus are during this quarter. Continue to reinforce skills concepts previously introdu as necessary.
Vocabulary			
CountObject(s)EqualOnesBiggerOne, two, three, four, five,Smallersix, seven, eight, nineMoreOrderFewerSetHow manyTensFirstGreater thanLastLess thanCount onPairsForwardZeroNumberCompareNumeralSame number			

First Quarter	
ata	Geometry
rea	This is not a focus area during this quarter.
's and luced,	Continue to reinforce skills and concepts previously introduced, as necessary.

Mathe	ematical	Practices
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- □ Make sense of problems and persevere in solving them.
- Reason abstractly and guantitatively.
- □ Construct viable arguments and critique the reasoning of others.
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## **Research-based Instructional Practices**

- Give students access to a variety of activity settings such as individual, teacher-led small group, whole group, student group work, and choice.
- Encourage meaningful peer interactions and promote peer conversations. Avoid dominating classroom conversations by maintaining a balance of teacher and student talk.
- □ Provide opportunities for students to make predictions and brainstorm consequences. Encourage them to discover and evaluate their own answers.
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- Help students explain, justify, or demonstrate their own learning by offering opportunities to reflect on, plan, and share their thinking.
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- Provide needed practice and repetition, models, demonstrations, information and guidance using didactic instruction.



## Kindergarten • Second Quarter Pacing Guide



#### **Prerequisites**

ansing

School District



### **Introduction to Your Mathematics Pacing Guide**

#### The following tips may be helpful as you use the Pacing Guide:

- understand Common Core State Standards.

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Mark Coscarella, Ed.D. Deputy Superintendent

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Introduce 9-week content skills according to the Pacing Guide.

Incorporate the research-based instructional practices listed on the back.

· Once a skill is mastered, continue to practice it.

· Continue to reinforce skills and concepts throughout the year until mastery is achieved.

Become familiar with sequencing at previous and subsequent grade levels.

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### Kindergarten

## Mathematics

Counting & Cardinality	<b>Operations &amp; Algebraic Thinking</b>	Number & Operations in Base Ten	Measurement & D
<ul> <li>CC.K.1</li> <li>I CAN count by 1's and 10's to 50.</li> <li>CC.K.2</li> <li>I CAN count by 1's within 20 when given a starting number.</li> <li>CC.K.3</li> <li>I CAN write a number to show how many are in a group up to 10.</li> <li>CC.K.4</li> <li>I CAN say the number as I count each object up to 10.</li> <li>I CAN count up to 9 objects and tell what one more is without recounting.</li> <li>CC.K.5</li> <li>I CAN show and count up to 10 objects presented in any arrangement.</li> <li>CC.K.6</li> <li>I CAN identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10.</li> <li>CC.K.7</li> <li>I CAN compare two numbers from 1 to 10 and tell which is greater, which is less, or if they are equal.</li> </ul>	<ul> <li>OA.K.1</li> <li>I CAN show simple addition and subtraction problems with objects, drawings, and numbers within 10.</li> <li>OA.K.2</li> <li>I CAN solve addition and subtraction problems within 10 using objects or drawings.</li> <li>OA.K.3</li> <li>I CAN show different ways to make numbers up to 10 and record my answer.</li> <li>OA.K.4</li> <li>I CAN figure out how many to add to a number to make 10 and record my answer.</li> <li>OA.K.5</li> <li>I CAN add numbers up to 5 without counting.</li> <li>I CAN subtract numbers within 5 without counting.</li> </ul>	<section-header></section-header>	
Vocabulary			
Continue from previous quarter.	Continue from previous quarter.AddTen FrameAdditionIs equal toSubtrationPutting TogetherAdding ToTaking ApartTaking FromPlus Sign (+)Minus Sign (-)Equal Sign (=)EquationFive Frame		

Second Quarter		
ata	Geometry	
	This is not a focus area during this quarter.         Continue to reinforce skills and concepts previously introduced, as necessary.	

#### **Mathematical Practices**

- □ Make sense of problems and persevere in solving them.
- □ Reason abstractly and quantitatively.
- □ Construct viable arguments and critique the reasoning of others.
- □ Model with mathematics.
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- □ Attend to precision.
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## **Research-based Instructional Practices**

- Give students access to a variety of activity settings such as individual, teacher-led small group, whole group, student group work, and choice.
- Encourage meaningful peer interactions and promote peer conversations. Avoid dominating classroom conversations by maintaining a balance of teacher and student talk.
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We will review the pacing guide at the end of the year and adjust accordingly.



## Kindergarten • Third Quarter Pacing Guide

Introduce 9-week content skills according to the Pacing Guide.

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· Once a skill is mastered, continue to practice it.

· Continue to reinforce skills and concepts throughout the year until mastery is achieved.

Become familiar with sequencing at previous and subsequent grade levels.

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Kindergarten	Mathematics			Third Quarter
Counting & Cardinality	Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry
<ul> <li>CC.K.1</li> <li>I CAN count by 1's and 10's to 100.</li> <li>CC.K.2</li> <li>I CAN count by 1's within 50 when given a starting number.</li> <li>CC.K.3</li> <li>I CAN write numbers from 0 to 20.</li> <li>I CAN write a number to show how many are in a group up to 20.</li> <li>CC.K.4</li> <li>I CAN say the number as I count each object up to 20.</li> <li>I CAN count up to 19 objects and tell what one more is without recounting.</li> <li>CC.K.5</li> <li>I CAN show and count up to 20 objects.</li> </ul>	<text></text>	NTB.K.1	<section-header></section-header>	<ul> <li>G.K.1</li> <li>I CAN name two-dimensional shapes.</li> <li>G.K.2</li> <li>I CAN name shapes regardless of size or direction.</li> <li>G.K.5</li> <li>I CAN put simple shapes together to make new shapes.</li> </ul>
Vocabulary				
Continue from previous quarter. Eleven Twelve Thirteen Fourteen Fifteen Sixteen Seventeen Eighteen Nineteen Twenty Fifty One Hundred Tens		Teen Numbers Compose		ShapeTwo-dimensional (flat)CurveCircleSideCornersVertexSquareVerticesTriangleAlikeRectangleDifferentHexagonAttributesContinue from previous quarters.

Mathematica	I Practice
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- □ Make sense of problems and persevere in solving them.
- □ Reason abstractly and quantitatively.
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This Mathematics Pacing

Guide has been aligned to the Go Math! Series for this grade

level. Please teach the units

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We will review the pacing

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guide at the end of the year

laid out.

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· Once a skill is mastered, continue to practice it. · Continue to reinforce skills and concepts throughout the year until mastery is achieved. Become familiar with sequencing at previous and subsequent grade levels.



## Kindergarten • Fourth Quarter Pacing Guide

# Mathematics

### **Introduction to Your Mathematics Pacing Guide**

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Kindergarten	Mathematics			
Counting & Cardinality	Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Da	
CC.K.2	<ul> <li>OA.K.2</li> <li>I CAN solve addition and subtraction word problems within 10 using objects or drawings.</li> <li>OA.K.3</li> <li>I CAN show different ways to make numbers up to 10 and record my answer.</li> <li>OA.K.4</li> <li>I CAN figure out how many to add to a number to make 10 and record my answer.</li> </ul>	<section-header></section-header>	<ul> <li>MD.K.1</li> <li>I CAN tell how an object can be me</li> <li>I CAN describe an object by its attribution objects and describe the difference.</li> <li>MD.K.3</li> <li>I CAN sort the categories by count.</li> <li>I CAN sort objects in more than one count how many objects are in each to 10.</li> </ul>	
Vocabulary				
Continue from previous quarters.			MeasurementCategoryShorterGroupLongerClassifyTallerSizeWiderGraphThinnerSame heigHeavierSmae lengLighterRedBiggerBlueSmallerGroop	

## Fourth Quarter

surement & Data	Geometry	
ow an object can be measured. ribe an object by its attributes. Dare the common attributes of 2 describe the difference. the categories by count. Objects in more than one way and many objects are in each group up	<ul> <li>G.K.1</li> <li>I CAN name the shape of three-dimensional objects.</li> <li>I CAN use positional words to tell where an object is located.</li> <li>G.K.3</li> <li>I CAN identify shapes as two-dimensional or three-dimensional.</li> <li>G.K.4</li> <li>I CAN compare shapes by describing their attributes.</li> <li>G.K.5</li> <li>I CAN build models and draw shapes.</li> </ul>	
Category Group Classify Size Graph Same height Smae length Red Blue Green Continue from previous quarters.	Curved surfaceFlat surfaceCreateBehindThree-dimensionalAbove(solid)BelowFaceBesideCylinderIn front ofConeNext toCubeBetweenSphereRollStackSlideModelsContinue from previous quarters.	

Attribute

Same Different Sort