West Carroll Special School District
Instructional Plan/Pacing Guide, 2016-2017

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Subject:	Math	Grade Level:	Kindergarten

Unit Title	TN Standard # ACT Standard # (When Applicable)	Major Topics and Concepts Addressed	Major Activities Assignments Field Trips	Assessing Student Mastery — What student generated product will demonstrate that he/she has met the learning expectation?	Pacing (Beginning and ending dates of instruction)
Chapter 1 Represent, Count and Write Numbers 0-5	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	Represent , Count, and Write Numbers 0 to 5 • Write numbers 0-5 • Write number to show how many objects Decompose numbers	TSW play counting games; complete workbook pages 10-72; use manipulatives to demonstrate understanding of numbers 0-5; write numbers 0-5; use 5 frames to show numbers 0-5; play interactive GoMath games; Mid-Chapter test; Chapter 1 test; STAR testing	I can write the numbers 0-to 5. I can write a number to show how many are in a set of objects. I can use a number to tell how many. I can decompose numbers 0-5.	August 15-Sept.2 13-15 days
Chapter 2 Compare Numbers to 5	K.CC.C.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.	Compare Numbers to 5 • Decide if group is greater/less/ or equal	TSW demonstrate one-to-one correspondence using 5 frames; match counters on 5 frames to compare more/less, greater/fewer; counting objects and writing the correct number and circling the greater or lesser number; Mid-Chapter test; workbook pages 81-110;	I can tell if a group is greater than, less than, or equal to another group. Chapter 2 test	Sept.6 - Sept. 20 8-10 days

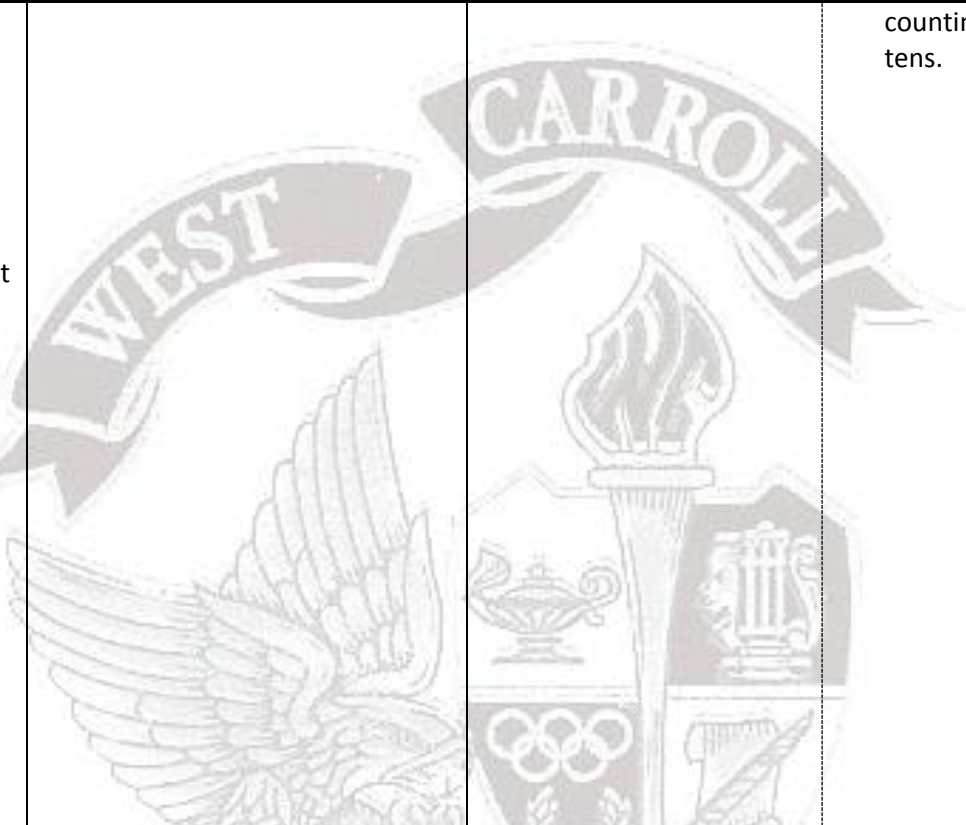|					
Chapter 3 Represent, Count and Write Numbers 6-9	K.CC.A.3Write numbers from 0 to 20. Represent a number of objects within a written numeral 0-20 (with 0 representing a count of no objects). K.CC.B.5 Count to answer "How many?" questions about as many as 20 things arranged in a line, a rectangular 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 K.CC.C.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. K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.	Represent, Count and Write Numbers 6 to 9 • Show objects in a set • Decompose numbers Write number for objects in a set	TSW use counters to represent numbers 6-9 on 10-frames; show decomposing of numbers by drawing pictures and using counters; count objects and write the correct number; write numbers 6-9; circle the correct set for stated number; and complete interactive Go Math games; complete workbook pages 116-176; Mid-chapter test; Chapter 3 test	I can show, count and write numbers 6 to 9. I can write a number to show how many are in a set of objects. I can use a number to tell how many. I can decompose numbers 6 to 9.	September 21- October 17 12-14 days
Chapter 4	K.CC.A.2 Count forward beginning from a given number	Represent and Compare Numbers to 10 • Draw to make 10	TSW use 10 frames to model and count 10; play interactive GoMath	I can show and count 10 objects and write up to ten with words and	Oct.18- Nov 2, 10-12 days

| Represent and Compare Numbers to 10 | within the known sequence. K.CC.A.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20. K.CC.B.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; give a number from 1-20, count out that many objects. K.CC.C.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. K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals. K.OA.A.3 Decompose numbers less than or equal to 10 into pairs | • Count forward to 10 from a given number
• Model using cubes Compare objects and decide which is greater/less/or equal | games; count and write the correct number for sets up to 10; draw sets to show greater or less than a stated number; use cubes to show decompose 10; count forward to 10 from a given number; use cubes to compare 2 numbers and decide which is greater and/or less; count and write the number of objects in a given set and circle the number that is greater or less; draw objects to show a stated number; Mid- Chapter test; complete workbook pages 178-222; take Chapter 4 test. | numbers. I can use a drawing to make 10 from a given number. I can count forward to 10 from a given number. I can solve problems by making models using cubes. I can compare groups of objects and decide which group is greater and/or less. | |

	in more than one way, .e.g., by using objects or drawings, and record each decomposition by a drawing or equation. K.OA.A.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.				
Chapter 5 Addition	K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations K.OA.A2 Solve addition and subtraction word problems, and add and subtract with 10 by using objects or drawings to represent the problem K.OA.A.3 Decompose numbers less than or	Addition • Putting together • Acting it out • Draw pictures • Make ten from a given number • Word problems Model addition sentences	TSW listen to addition word problems and trace the number that show how many children are being added to the group and how many there are now; show addition by using counters, cubes and drawing pictures; listen to addition word problems and act them out; listen to an addition word problem and use cubes to act it out ; use cube train drawings to write an equation whose sum is 10; use pictures to solve addition word problems and write the equation; circle the set you start with; circle the set that is being added;	I can discuss with a partner how you can show addition as adding to. I can signal putting together with their hands and then listen to a word problem that uses the phrase "putting together". I can solve a problem by acting it out. I can plan with a partner how to count out several objects and draw a picture to solve an addition word problem. I can demonstrate to a partner how to use a drawing to find the number that makes a ten from a number I am given. I can give an example of how to solve an addition word problem and complete the	Nov. 3-Nov.30, 15 -17 days

	equal to 10 into pairs in more than one way K.OA.A5 Fluently add and subtract with 5 K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number.		model and write additions sentences for numbers pairs for sums to 10; take a Mid-Chapter test; play GoMath interactive games; complete workbooks pages 228-302; take a Chapter 5 test.	addition sentence. I can listen to a partner explain how to solve addition word problems and together we can complete the addition sentence. I can model an addition sentence for a number pair for sums to 10.	

Chapter 6 Subtraction	K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations K.OA.A.5 Fluently add and subtract within 5. K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem	Subtraction
		• Show subtraction as taking apart
		• Solve problems using the acting it out strategy
		Use objects and drawings to solve subtraction word problems and complete equations
			TSW model with counters how to show subtraction as taking from; use connecting cubes to show subtraction as taking apart; use the strategy "act it out" to demonstrate how to solve subtraction problems; listen to subtraction word problems and use objects and drawings to solve them; draw pictures to solve subtraction problems and complete an equation; listen to addition and subtraction word problems and use cubes to solve and complete the number sentences; take a Mid-Chapter test; complete workbook pages 308-352; take a Chapter 6 test; play interactive GoMath games	I can show subtraction as taking from and apart. I can solve problems using the strategy "act it out". I can use objects and drawings to solve subtraction word problems and complete equations.
				    I can solve word problems using addition and subtraction.
					Dec. 1-Dec. 16
					   10-12 days

Chapter 7	K.CC.A.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20.	Represent, Count and Write 11 to 19 • Model, count and write numbers 11-19	TSW use objects to decompose the numbers 11-19 as ten ones and some more ones; represent 11-19 with number names and	I can use objects to decompose the numbers11-19 into ten ones and some further ones.	Jan.4- Jan. 23 13-15 days

Represent, Count and Write 11-19	K.NBT.A.2 Compose and decompose numbers from 11 to 19 into ten ones and some further ones by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.	Use numbers to 15 to solve problems	written numerals; solve problems using the strategy "draw a picture"; play GoMath interactive games; Mid-Chapter test; complete workbook pages 358-420; Chapter 7 test; STAR testing	I can present 11-19 objects with number names and written numerals. I can solve problems using the strategy "draw a picture".	
Chapter 8 Represent, Count and Write 20 and beyond	K.CC.A.1 Count to 100 by ones and tens. K.CC.A.2 Count forward beginning from a given number within the known sequence. K.CC.A.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20. K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged	Represent, Count, and Write 20 and Beyond • Show and count 20 objects • Write up to 20 with number names and written numerals • Count forward to 20 from a given number • Solve problems using the strategy "make a model" • Know count sequence to 100 by ones Know count sequence when counting to 100 by tens	TSW show and count 20 objects; count and write up to 20 with words and numbers; count forward from 20 from a given number; solve problems using the strategy "make a model"; order numbers to 50 by ones; order numbers to 100 by ones; and count to 100s by tens on a hundreds chart; Mid-chapter test; play GoMath interactive games; complete workbook pages 428-476; Chapter 8 test	I can model and count 20 with objects. I can represent up to 20 objects with a number name and a written numeral. I can count forward to 20 from a given number. I can solve problems using the strategy "make a model". I can know the count sequence when counting to 50 by ones. I can know the count sequence when counting to 100 by ones. I can know the count sequence when	January 24- Feb. 9 11-13 days

				counting to 100 by tens.	
	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.CC.C.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. K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.				
Chapter 9 Identify and Describe Two Dimensional Shapes	K.G.A.2 Correctly name shapes regardless of their orientations or overall size. KG.B.4 Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using	Geometry and Positions • Identify and describe circles, rectangles, squares, triangles and hexagons. • Describe attributes of two-dimensional shapes. Compare two-dimensional shapes.	TSW discuss how to identify and name circles, triangles, squares, rectangles and hexagons; sort shapes; "x" the stated shape; color the correct shape; brainstorm words to describe circles, squares, triangles, rectangles, and hexagons; describe attributes of	I can identify and name two-dimensional shapes such as circles, squares, triangles, rectangles, and hexagons. I can describe attributes of circles, squares, rectangles triangles, and hexagons.	Feb. 10-March 8 15-17 days

	informal language to describe their similarities, differences, parts and other attributes.
	    K.G.B.6 Compose simple shapes to form larger shapes.
			circles, squares, rectangles, triangles, and hexagons. Name some familiar objects that are shaped like circles, squares, triangles, rectangles and squares; sort pictures of two dimensional shapes and compare them to see how they are alike and different; model and describe how to solve problems using the strategy "draw a picture; take a Mid-Chapter test; complete workbook pages 490-564; take Chapter 9 test.	I can use words alike and different to compare two-dimensional shapes.
				    I can solve problems by using the strategy "draw a picture".	

Chapter 10 Identify and Describe Three-Dimensional Shapes	K.G.A.2 Correctly name shapes regardless of their orientations or overall size. K.G.A. 3 Identify shapes as two-dimensional or three-dimensional. K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using	Geometry and Positions • Three-dimensional shapes • Identify, name and describe spheres, cubes, cylinders, and cones. • Two- and three-dimensional shapes • Model shapes Above, below, beside, next to, in front of, and behind	TSW use objects to predict which shapes stack, roll, or slide and tell why they believe their prediction to be true; explain how to identify, name, and describe spheres, cubes, cylinders, and cones; use the "use logical reasoning" strategy to identify two- and three-dimensional shapes; use clay and straws to model shapes in the real world and describe what they did; identify objects, in the classroom	I can show which shapes stack, roll, or slide. I can identify, name, and describe spheres, cubes, cylinders, and cones. I can solve problems using the strategy "use logical reasoning". I can model shapes in the real world. I can use the terms "above, below, beside, next, in front of and behind" to describe shapes in the environment	March 9-April 5 15 days

	terms such as "above, below, beside, in front of, behind, and next to". K.G.B.4 Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes. K.G.B.5 Model shapes in the world by building shapes from components and drawing shapes.		and in their workbooks, that are "above, below, beside, next, in front of and behind"; take a Mid-Chapter test; complete workbook pages 570-632; take Chapter 10 test.		
Chapter 11 Measurement	K.MD.A.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.	Measurement and Data • Compare lengths and heights • Use the strategy "draw a picture" Compare weights, length, and height	TSW describe and compare the lengths of two objects by making cube trains that are longer than shorter than, or the same as another cube train; compare the heights of two objects by making cube trains that are taller than, shorter than or the same; draw pictures to	I can compare the lengths of two objects. I can compare the heights of two objects. I can solve problems using the strategy "draw a picture". I can compare the weights of two objects.	April 6-April 21 10 days

	K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		demonstrate which object is shorter, taller or the same as another object; compare the weights of two objects by holding them in their hands; draw lines to show three ways you can measure one object; take Mid-Chapter test, complete workbook pages 646-678; take Chapter 11 test	I can describe several ways to measure one object.	
Chapter 12

Classify and Sort Data | K.MD.B.3 Classify objects into given categories: count the number of objects in each category and sort the categories by count. | Classify and Sort Data
• Classify and count by color, shape and size.
• Make a concrete graph.
• Read a graph. | TSW show and tell how to classify and count objects by color by circling and drawing the correct object; sort, classify and sort objects by shape by sorting, drawing, and coloring the correct shape; classify and sort objects by size by sorting, classifying, drawing and coloring the correct shape; make a graph to count objects that have been classified into categories by sorting and classifying cubes and shapes; use a graph to count objects that have been classified into categories by coloring the correct number of counters and cubes and deciding which category has more or fewer. | I can classify and count objects by color.
I can classify and count objects by shape.
I can classify and count objects by size.
I can make a graph to count objects that have been classified into categories.
I can read a graph to count objects that have been classified into categories. | April 24-May 10
10 days |