Kindergarten Math

Pacing Guide First Semester

1st Quarter

Title:

Counting and Cardinality (0-5; counting to 25)

Number and Operations in Base Ten

Geometry (2D shapes: square, circle, triangle, rectangle, hexagon)

Essential Questions:

How can you show and count 0-5 with objects? How can you count and write 0-5 with words and numbers?

How can you use two sets of objects to show 5 in more than one way?

How can you identify, name, and describe two dimensional shapes? How can you create two dimensional shapes? How can you create two dimensional shapes?

Grade Readiness

Readiness skills (behaviors): Students can:

- Hold and use writing tools.
- Know number names.
- Count.

Knowledge (Standards): Students who demonstrate understanding can:

- Count out numbers 0-5, name numbers 0-5, and write numbers 0-5.
- Decompose numbers 0-5.
- Name 2D shapes and create 2D shapes.

Pacing	Instruct. Days	TN Standards	Differentiation (ELL, SPED, Intervention, Enrichment)	Mathematical Processes	Resources	Assessments/ District Benchmarks/ State Exams
Quarter 1 Week 1		NA – Staggered entry	Procedures			
Quarter 1 Week 2	5	**K.CC.B.4a-c** **K.CC.A.1** **K.CC.A.2** **K.CC.A.3**	**Support:** Trace numbers 0, 1, 2. Prompts from teacher. Match the appropriate numeral card to a given collection of objects. **Enrichment:** Write numbers 0-20 and represent a number of objects with a written numeral 0-20. Given a printed number from 6-20, correctly identify the number and represent the number with counters.	MP2	Counters Number cards Whole-part part mat Go Math text and Grab & Go Kit District approved websites	Student product Report card checklist Exit tickets
Quarter 1	5	**K.CC.B.4a-c**	**Support:**	MP2	Counters	Student product

Week 3		**K.CC.A.1** **K.CC.A.2** **K.CC.A.3**	Trace numbers 0, 1, 2, 3. Prompts from teacher. Match the appropriate numeral card to a given collection of objects. **Enrichment:** Write numbers 0-20 with no printed reversal of digits. Represent a number of objects with a written numeral 0-20. Given a printed number from 6-20, identify the number and represent the number with counters.		Number cards Whole-part part mat Go Math text and Grab & Go Kit District approved websites	Math tasks Formative assessments Teacher observation Report card checklist Universal Screener for new to district students
Quarter 1 Week 4	5	**K.CC.B.4a-c** **K.CC.A.1** **K.CC.A.2** **K.CC.A.3**	**Support:** Trace numbers 0-5. Prompts from teacher. Begin rote counting at 1 and count to any number less than 100. **Enrichment:** Count to 100 by ones, twos, fives, and tens. Count backward from 10 by ones and fives.	MP2	Counters Number cards Whole-part part mat Go Math text and Grab & Go Kit District approved websites	Student product Math tasks Formative assessments Teacher observation Report card checklist
Quarter 1 Week 5	4	**K.OA.A.3**	**Support:** Decompose a number less than or equal to 5 into an addend pair by using objects or drawings **Enrichment:** Decompose a number less than or equal to 10 into addend pairs in at least 5 ways by using objects, drawings or writing an equation.	MP4 MP7	Counters Number cards Whole-part part mat Go Math text and Grab & Go Kit District approved websites	**Universal Screener** Student product Math tasks Formative assessments Teacher observation Report card checklist
Quarter 1 Week 6	5	**K.G.A.1** **K.G.A.2** **K.G.A.3**	**Support:** Identify objects in their environment using informal names such as: balls, boxes, cans, etc. or when asked to name a shape states an attribute such as round for a circle.	MP2 MP5 MP6 MP7 MP8	Pictures of shapes Pictures of real-world objects Manipulatives for creating shapes	Student product Math tasks Formative assessments Teacher observation

			Describe a few objects in the environment using names of common, easily recognized shapes (e.g., circles). **Enrichment:** Describe objects in the environment that are made up of multiple shapes using the names of shapes. Create objects using manipulatives that resemble objects in the environment, made up of multiple shapes & name the shapes.		Geo Boards Rubber Bands or Yarn Go Math text District approved websites	Report card checklist
Quarter 1 Week 7	5	**K.G.A.1** **K.G.A.2** **K.G.A.3** **K.G.B.4** **K.G.B.5** **K.G.B.6**	**Support:** Use a two-dimensional shape to choose other shapes that are also two-dimensional. Name characteristics that all types of a particular 2D shape have in common (e.g., all squares have 4 sides). **Enrichment:** Analyze a given three-dimensional shape to identify two-dimensional shapes that make up the three- dimensional shape.	MP2 MP5 MP6 MP7 MP8	Pictures of shapes Pictures of real-world objects Manipulatives for creating shapes Geo Boards Rubber Bands or Yarn Go Math text and Grab & Go Kit District approved websites	Student product Math tasks Formative assessments Teacher observation Report card checklist
Quarter 1 Week 8	5	**K.G.A.1** **K.G.A.2** **K.G.A.3**	**Support:** Draw simple two-dimensional shapes. **Enrichment:** Model shapes in the world by drawing two-dimensional shapes, identifying the shape built, and justifying its classification using attributes of the shape.	MP2 MP5 MP6 MP7 MP8	Pictures of real-world objects Manipulatives for creating shapes Geo Boards Rubber Bands or Yarn Go Math text and Grab & Go Kit District approved websites	Student product Math tasks Formative assessments Teacher observation Report card checklist
Quarter 1 Week 9	5	**Review Q1 Standards**	**Support:** Practice skills not mastered using prompts and assistance. **Enrichment:**		Whole-part part mat Counters Number cards Pictures of shapes	Report Card Checklist

			Students will practice skills independently using math tasks and projects.		Pictures of real-world objects Manipulatives for creating shapes Go Math text and Grab & Go Kit District approved websites	

Kindergarten Math

Pacing Guide First Semester

2nd Quarter

Title:

Counting and Cardinality (0-10; counting to 50)

Measurement and Data (Sorting)

Geometry (3D Shapes: cube, cone, cylinder, sphere)

Essential Questions:

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 in one set is greater than or less than the number of objects in the other set?

What strategies can you use to compare sets of objects?

How can you use objects to show and count up to 10?

How can you use words and numbers to count and write up to 10?

How can you use two sets of objects to show up to 10 in more than one way?

How can you classify and count objects by color, shape, and size?

How can you identify, name, and describe three-dimensional shapes?

How can you compare and contrast two-dimensional and three-dimensional shapes?

How can you model shapes in the real world?

Grade Readiness

Readiness skills (behaviors): Students can:

- Recognize colors.
- Recognize basic shapes.
- Draw straight and curved lines.

Knowledge (Standards): Students who demonstrate understanding can:

- Count to 50.
- Count to 100 by 10's.
- Name, count out, and write numbers 0-10.
- Compose and decompose numbers 0-10.
- Name and create 3D shapes.
- Sort by color, size, and shape.

Pacing	Instruct. Days	TN Standards	Differentiation (ELL, SPED, Intervention, Enrichment)	Mathematical Processes	Resources	Assessments/ District Benchmarks/ State Exams
Quarter 2 Week 1	5	**K.CC.A.1** **K.CC.A.** **K.CC.A.3** **K.CC.B.4a-c** **K.CC.B.5**	**Support:** Count to 100 by ones, fives, and tens, or counts backward from 10. A student should be able to complete two of the tasks.	MP2 MP4 MP5 MP7 MP8	Counters Number cards Manipulatives Go Math text and Grab & Go Kit	Student product Math tasks Formative assessments Teacher observation

			Represent a number of objects with a written numeral 0-10 (may not be correctly formed) or select the correct number that represents the number of objects. **Enrichment:** Write numbers from 0 to 20 with no printed reversal of digits. Represent a number of objects with a written numeral 0-20 with no printed reversal of digits.		District approved Websites	Report card checklist
Quarter 2 Week 2	5	**K.CC.C.6** **K.CC.C.7**	**Support:** Match the number of objects in one group to the same number of objects in another group (up to 5 objects) in order to identify that the number of objects in the two groups are equal. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (includes groups with up to 5 objects). **Enrichment:** Analyze a given collection of objects to create 2 sets that are greater than the given set and place the 3 sets in order either from least to greatest or greatest to least. Students should identity the number of objects in each collection and use comparative language to describe each relationship. Analyze a given collection of objects to create a set that is less than the given set. Students should identity the number of objects in each collection and use comparative language to describe each relationship.	MP2 MP3 MP5 MP6	Counters Number cards Manipulatives Go Math text and Grab & Go Kit District approved Websites	Student product Math tasks Formative assessments Teacher observation Report card checklist
Quarter 2 Week 3	5	**K.OA.A.3** **K.OA.A.4**	**Support:** Decompose a number less than or equal to 10 into addend pairs in at least 2 ways		Counters	Student product Math tasks

			(e.g., 5=2+3, 5=3+2, 5=4+1, 5=1+4) by using objects or drawings or writing an equation. **Enrichment:** Decompose a number between 6 and 10 into all whole number addend pairs by using objects or drawings, record each decomposition with an equation or expression, and justify/explain (verbal or written) that they have found all possible whole number addend pairs. Find the number that makes 10, when added to any given number from 1 to 9 using concrete objects, drawings, or writing an equation or expression. Students should demonstrate understanding with at least two numbers, one number should be 0-4 and one number should be 5 - 9. Students write an equation for each that shows these two numbers equal a total of 10.		10 frames base 10 mat and manipulatives Number cards Go Math text and Grab & Go Kit District approved Websites	Formative assessments Teacher observation Report card checklist
Quarter 2 Week 4	4	**K.MD.C.4**	**Support:** Sort a collection of objects into a given category, with 5 or less objects in each sub-category when there are no more than 2 subcategories represented. Sort by only one attribute at a time (i.e. only color or only size). **Enrichment:** Identify how to sort a collection of objects without being given the category to use for sorting, sort the collection into the appropriate subcategories, use descriptive words to explain the subcategories in which their collection has been sorted, and justify the attributes that led them to sort the collection in that way.	MP2 MP5 MP6	Counters Manipulatives in a variety of colors, shapes, and sizes Go Math text and Grab & Go Kit District approved Websites	Student product Math tasks Formative assessments Teacher observation Report card checklist
Quarter 2 Week 5	5	**K.MD.C.4**	**Support:**	MP2 MP5	Counters	Student product

			Sort a collection of objects into a given category, with 5 or less objects in each sub-category when there are no more than 2 subcategories represented. Sort by only one attribute at a time (i.e. only color or only size). **Enrichment:** Identify how to sort a collection of objects without being given the category to use for sorting, sort the collection into the appropriate subcategories, use descriptive words to explain the subcategories in which their collection has been sorted, and justify the attributes that led them to sort the collection in that way.	MP6	Manipulatives in a variety of colors, shapes, and sizes Go Math text and Grab & Go Kit District approved Websites	Math tasks Formative assessments Teacher observation Report card checklist
Quarter 2 Week 6	5	**K.G.A.2** **K.G.A.3** **K.G.B.4** **K.G.B.5**	**Support:** Correctly name common 2-dimensional and 3-dimensional shapes given a picture or an object of the shape. Use a given 2-dimensional shape to choose other shapes that are also 2-dimensional. Use a given 3-dimensional shape, choose other shapes that are 3-dimensional. **Enrichment:** Explain what attributes make a shape 2-dimensional as opposed to 3-dimensional and vice versa.	MP2 MP5 MP6	Pictures of shapes & real-world objects Pattern blocks Playdoh Manipulatives Go Math text and Grab & Go Kit District approved Websites	Student product Math tasks Formative assessments Teacher observation Report card checklist
Quarter 2 Week 7	5	**K.G.A.2** **K.G.A.3** **K.G.B.4** **K.G.B.5**	**Support:** Choose examples of a shape when given the name of a common two-dimensional or three-dimensional shape. Match and sort pictures of 3D shapes. Build simple three-dimensional shapes. **Enrichment**: Describe similarities and differences between two-dimensional and related three-dimensional shapes (e.g., How are	MP2 MP5 MP6	Pictures of shapes & real-world objects Pattern blocks Playdoh Manipulatives Go Math text and Grab & Go Kit	Student product Math tasks Formative assessments Teacher observation Report card checklist

			a square and a cube the same and how are they different). Model shapes in the world by building three-dimensional shapes, identifying the shape built, and justifying its classification using attributes of the shape.		District approved Websites	
Quarter 2 Week 8	5	**Review Q2 Standards**	**Support:** Practice skills not mastered using prompts and assistance. **Enrichment:** Students will practice skills independently and complete math tasks.		Counters 10 frame base 10 mat Number cards Pictures of shapes & real-world objects Pattern blocks Playdoh Manipulatives Go Math text and Grab & Go Kit District approved Websites	Report Card Checklist

Kindergarten Math

Pacing Guide Second Semester

3rd Quarter

Title:

Counting and Cardinality (0-20; counting to 75)

Number and Operations in Base Ten (Composing and Decomposing up to 20)

Measurement and Data (Measurable Attributes)

Essential Questions:

How can you use objects to show 11-19 as ten, ones, and more ones?

How can you count and write up to 20 with words and numbers?

How can you show and count 20 objects?

How can you count forward to 75 from a given number?

How can you compare the lengths, heights, and weights of two objects?

How can you describe several ways to measure one object?

Grade Readiness

Readiness skills (behaviors): Students can:

- Count by ones.
- Understand the terms *tall* and *short*.
- Demonstrate the relative positions of objects using terms such as *above, below, beside, in front of, behind, between*, and *next to.*

Knowledge (Standards): Students who demonstrate understanding can:

- Count to 50.
- Count to 100 by fives.
- Name numbers 0-20.
- Count out numbers 0-20.
- Compose and decompose numbers 0-20.
- Measure to determine taller or shorter and heavier or lighter.

Pacing	Instruct. Days	TN Standards	Differentiation (ELL, SPED, Intervention, Enrichment)	Mathematical Processes	Resources	Assessments/ District Benchmarks/ State Exams
Quarter 3 Week 1	4	**K.CC.B.4a-c** **K.CC.A.1** **K.CC.A.2** **K.CC.A.3** **K.CC.B.5**	**Support:** Students will trace numbers 0-20, working on a limited set of numbers at a time. Students will be given prompts from teacher. **Enrichment:** Given a counting sequence by ones (starts at 1), identify at least four nonconsecutive missing numbers (e.g., Identify missing numbers on a 100s chart).	MP2 MP3 MP7 MP8	Counters 10 frames Number cards 100s chart Manipulatives Go Math text and Grab & Go Kit	Student product Math tasks Formative assessments Teacher observation Report card checklist

			Use a given set of consecutive number cards to place the cards in the correct counting order. Cards do not start with 1 (e.g., given cards labeled 28-49).		District approved Websites	
Quarter 3 Week 2	5	**K.CC.B.4a-c** **K.CC.A.1** **K.CC.A.2** **K.CC.A.3** **K.CC.B.5**	**Support:** Say the number names in the standard order, using 1:1 correspondence when counting 10 objects. Count to answer "how many?" questions with up to 10 things arranged in a line, a rectangular array, and a circle. Count to answer "how many?" questions with 5 things in a scattered configuration. Given a number up to 10, count out that many objects. **Enrichment:** Quickly recognize and name (subitize) how many objects are in a group without counting for multiple representations of the same number. Demonstrate understanding when a counter is added or removed from a set that the count is one more/one less than the previous count without recounting the set.	MP2 MP3 MP7 MP8 Draw sets to number	Counters 10 frames Number cards 100s chart Manipulatives Go Math text and Grab & Go Kit District approved Websites	Universal Screener Student product Math tasks Formative assessments Teacher observation Report card checklist
Quarter 3 Week 3	4	**K.CC.B.4a-c** **K.CC.A.1** **K.CC.A.2** **K.CC.A.3** **K.CC.B.5**	**Support:** Trace numbers 0-20 given prompts. Match sets of up to 20 objects with number cards. Count to answer "how many?" questions with 11-20 things arranged in a line, a rectangular array, and a circle. Count to answer "how many?" questions with 10 things in scattered configuration. Given a number from 10-20, count out that many objects. **Enrichment:** Given a counting sequence by ones (starts at 1), identify at least four nonconsecutive missing numbers.	MP2 MP3 MP7 MP8	Counters 10 frames Number cards 100s chart Manipulatives Go Math text and Grab & Go Kit District approved Websites	Student product Math tasks Formative assessments Teacher observation Report card checklist

			Given a counting sequence by tens (starts at 10) identify at least three missing nonconsecutive numbers. Given a counting sequence by fives (starts at 5) identify at least three missing consecutive numbers.			
Quarter 3 Week 4	5	**K.NBT.A.1**	**Support:** Decompose up to 10 with manipulatives. Represent a given number from 11-19 with cubes (ones). **Enrichment:** Take a given number from 11-19 to represent the number in 4 different ways, one of which is an equation, which demonstrates a student's understanding of composing and decomposing the number into a ten and some ones.	MP2 MP5 MP6	Counters 10 frames Number cards 100s chart Manipulatives Go Math text and Grab & Go Kit District approved Websites	Student product Math tasks Formative assessments Teacher observation Report card checklist
Quarter 3 Week 5	5	**K.NBT.A.1**	**Support:** Take a given number from 11-19 to compose the number from a ten and some ones using objects. Record the composition using a drawing. **Enrichment:** Take a given number from 11-19 to represent the number in 4 different ways, one of which is an equation, which demonstrates a student's understanding of composing and decomposing the number into a ten and some ones.	MP2 MP5 MP6	Counters 10 frames Number cards 100s chart Manipulatives Go Math text and Grab & Go Kit District approved Websites	Student product Math tasks Formative assessments Teacher observation Report card checklist
Quarter 3 Week 6	5	**K.NBT.A.1**	**Support:** Take a given number from 11-19 to compose the number from a ten and some ones using objects. Record the composition using a drawing. **Enrichment**: Take a given number from 11-19 to represent the number in 4 different ways, one of which is an equation, which demonstrates understanding of	MP2 MP5 MP6	Counters 10 frames Number cards 100s chart Manipulatives Go Math text and Grab & Go Kit	Student product Math tasks Formative assessments Teacher observation Report card checklist

			composing and decomposing the number into a ten and some ones. Explain how the different tools or representations are related.		District approved Websites	
Quarter 3 Week 7	5	**K.MD.A.1** **K.MD.A.2**	**Support:** Describe an object. Students may not describe the object with measurable attributes. **Enrichment:** Describe how two or more objects are the same and different using common measurable attributes.	MP1 MP3 MP5 MP6	Objects to measure Nonstandard measurement tools Go Math text and Grab & Go Kit District approved Websites	Student product Math tasks Formative assessments Teacher observation Report card checklist
Quarter 3 Week 8	5	**K.MD.A.1** **K.MD.A.2**	**Support:** Identify which of two given objects is longer/shorter, taller/smaller, etc. with prompting from the teacher. **Enrichment:** Compare two objects using common measurable attributes and restate the comparison using "opposite" vocabulary. Directly compare more than two objects (without measurement) using a common measurable attribute.	MP1 MP3 MP5 MP6	Objects to measure Nonstandard measurement tools Go Math text and Grab & Go Kit District approved Websites	Kindergarten testing notebook pages
Quarter 3 Week 9	5	**Review Q3 Standards**	**Support:** Practice skills not mastered using prompts and assistance. **Enrichment:** Students will practice skills independently.		Counters 10 frames Base 10 mats Manipulatives Number cards Objects to measure Nonstandard measurement tools Go Math text and Grab & Go Kit District approved Websites	Report Card Checklist

Kindergarten Math

Pacing Guide Second Semester

4th Quarter

Title:

Counting and Cardinality (counting to 100)

Operations and Algebraic Thinking (addition and subtraction within 10)

Measurement and Data (Money)

Essential Questions:

How can you count numbers to 100 by ones, fives, and tens?

How can you show addition?

How can using objects or pictures help you show addition?

How can you use numbers and symbols to show addition?

How can you show subtraction?

How can you use numbers and symbols to show a subtraction sentence?

How can using objects and drawings help you solve word problems?

How can acting it out help you solve subtraction word problems?

How can using addition help you solve subtraction word problems?

How can you identify pennies, nickels, dimes, and quarters?

Grade Readiness

Readiness skills (behaviors): Students can:

- Count to at least 20.
- Recognize the numerals 0-9.
- Count a given number of objects (to at least 20) correctly.
- Match the number with those counted (*** represented by a number 3.)
- Represent a certain amount with objects.
- Orally identify a written number. (See a 12, and name it as twelve.)
- Write the numbers 0-20.

Knowledge (Standards): Students who demonstrate understanding can:

- Add and subtract contextual story problems.
- Add and subtract to solve equations.
- Find the missing addend to make 10.
- Identify and recognize the value of a penny, nickel, dime, and quarter.

Pacing	Instruct. Days	TN Standards	Differentiation (ELL, SPED, Intervention, Enrichment)	Mathematical Processes	Resources	Assessments/ District Benchmarks/ State Exams
Quarter 4 Week 1	5	**K.OA.A.1**	**Support:** Represent addition (within 5) with objects, fingers, mental images, sounds, drawings, acting out situations, verbal	MP1 MP2 MP4 MP5	Manipulatives Number Cards Ten Frames	Student product Math tasks

			explanations, expressions, or equations. **Enrichment:** Represent and solve expressions using mathematical drawings and equations when given addition expressions (within 10) and justify the solution. References may be made to the student's mathematical drawings and equations.		Art supplies Story Problems Go Math text and Grab & Go Kit District approved Websites	Formative assessments Teacher observation Report card checklist
Quarter 4 Week 2	5	**K.OA.A.1**	**Support:** Represent addition and subtraction (within 5) with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. **Enrichment:** Represent and solve expressions using mathematical drawings and equations when given subtraction expressions (within 10) and justify the solution. References may be made to the student's mathematical drawings and equations.	MP1 MP2 MP4 MP5	Manipulatives Number Cards Ten Frames Art supplies Story Problems Go Math text and Grab & Go Kit District approved Websites	Student product Math tasks Formative assessments Teacher observation Report card checklist
Quarter 4 Week 3	5	**K.OA.A.2**	**Support:** Add or subtract within 5 to solve one-step contextual problems, using one of the situations of add to-result unknown, take from-result unknown, and put together/take apart-total unknown. Use concrete objects or mathematical drawings to represent the problem. **Enrichment:** Add and subtract within 10 to solve one-step contextual problems, using the five different situations of add to-result unknown, take from-result unknown, put together/take apart-total unknown, put together/take apart-addend unknown, both addends unknown. Use concrete objects or mathematical drawings to represent the problem.	MP2 MP7	Manipulatives Number Cards Ten Frames Art supplies Story Problems Go Math text and Grab & Go Kit District approved Websites	Student product Math tasks Formative assessments Teacher observation Report card checklist

Quarter 4 Week 4	5	**K.OA.A.2**	**Support:** Add and subtract within 10 to solve one-step contextual problems, using two different situations of add to-result unknown, take from-result unknown, put together/take apart-total unknown, and put together/take apart-addend unknown. Use concrete objects or mathematical drawings to represent the problem. **Enrichment:** Add and subtract within 10 to solve two-step contextual problems. Use concrete objects or mathematical drawings to represent the problem.	MP2 MP7	Manipulatives Number Cards Ten Frames Art supplies Story Problems Go Math text and Grab & Go Kit District approved Websites	Student product Math tasks Formative assessments Teacher observation Report card checklist
Quarter 4 Week 5	5	**K.OA.A.4**	**Support:** Find the number that makes 5, when added to any given number from 1 to 4 using concrete objects, drawings, or writing an equation or expression. **Enrichment:** Analyze a given missing addend equation that equals 10 to create a contextual problem that represents the equation and provide the solution to the problem.	MP2 MP7	Manipulatives Number Cards Ten Frames Art supplies Story Problems Go Math text and Grab & Go Kit District approved Websites	Student product Math tasks Formative assessments Teacher observation Kindergarten testing form
Quarter 4 Week 6	5	**K.OA.A.5**	**Support:** Add within 10 using concrete objects. **Enrichment:** Fluently add and subtract within 10 using mental strategies. Consistent in the ability to produce answers efficiently and accurately without recording thinking on paper. Students can explain or defend their answer in multiple ways.	MP2 MP5 MP8	Manipulatives Number Cards Ten Frames Art supplies Story Problems Go Math text and Grab & Go Kit District approved Websites	Student product Math tasks Formative assessments Teacher observation Kindergarten testing form
Quarter 4	5	**K.OA.A.5**	**Support:**	MP2	Manipulatives	Student product

Week 7			Subtract within 10 using concrete objects. **Enrichment:** Analyze a given incorrect work sample of adding two numbers within 10 to correct the mistake and explain the mathematical misunderstanding that could cause the mistake to happen.	MP5 MP8	Number Cards Ten Frames Art supplies Story Problems Go Math text and Grab & Go Kit District approved Websites	Math tasks Formative assessments Teacher observation Kindergarten testing form
Quarter 4 Week 8	5	**K.MD.B.**	**Support:** Name at least two types of coins from pennies, nickels, dimes, and quarters. **Enrichment:** Given two coins, compare/contrast them using attributes such as color, the metal the coin is comprised of, the relative size of the coins, the texture of the edge of the coins, and which US president is represented on the coins.	MP1 MP2 MP4 MP5	Pictures, models, actual coins: Pennies Nickels Dimes Quarters	Universal Screener Student product Math tasks Formative assessments Teacher observation Kindergarten testing form
Quarter 4 Week 9	5	**Review Q4 Skills**	**Support:** Practice skills not mastered using prompts and assistance. **Enrichment:** Students will practice skills independently.			Report Card Checklist

STANDARDS FOR MATHEMATICAL PRACTICE

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