Super Cool, Awesomely Fantastic Math Pacing Guide

Trimester 1: End of November

Trimester 2: End of February

Trimester 3: End of May

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| Number and Operations: Standard 1: Understand the relationship between quantities and whole numbers up to 31 |
| Benchmark | Essential Learning Outcomes | SMART Goal | Common Formative Assessment  |
| Benchmark K.1.1.1 | 1. Recognize that a number can be used to represent how many objects are in a set.
2. Recognize that a number can be used to represent the position of an object in a sequence.
 | T1 – from 1-10T2 – from 1-20T2 – Find the missing number |  |
| Benchmark K.1.1.2 | 1. Read numbers 1-31.
2. Write numbers 1-31.
3. Represent numbers 1-31.
 | T1 – Read, write, and represent 1-10T2 - 1-20T3 – 1-31 |  |
| Benchmark K.1.1.3 | 1. Count with objects forwards to 20
2. Count without objects forward to 20
3. Count with objects backwards from 20-1
4. Count without objects backwards from 20-1
 | T1 – Count forwards with/without 1-10T2 – Forward to 1-20; Backwards from 10-1T3 – Backwards from 20-1  |  |
| Benchmark K.1.1.4 | 1. Find a number 1 more of a given number.
2. Find a number 1 less of a given number.

\*\*part of calendar routine/rarely touched on in Expressions | T2T2 |  |
| Benchmark K.1.1.5 | 1. Compare numbers with objects 0-20.
2. Compare numbers without objects 0-20.
3. Order numbers with objects 0-20.
4. Order numbers without objects 0-20.
 | T1 # 1-10T2 #1-20 | Lesson 1.20 number tiles Vocabulary – greatest, least  |

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| Numbers and Operations: Standard 2: Use objects and pictures to represent situations involving combining and separating.  |
| Benchmark | Essential Learning Outcomes | SMART Goal | Common Formative Assessment  |
| Benchmark K.1.2.1 | 1. Use objects to find sums of numbers 0-10.
2. Use objects to find differences of numbers 0-10.
3. Draw pictures to find sums of numbers 0-10.
4. Draw pictures to find differences of numbers 0-10.
 | T2 - sumsT3 – differences  | CRA sequence  |
| Benchmark K.1.2.2 | 1. Compose numbers up to 10 with objects.
2. Compose numbers up to 10 with pictures.
3. Decompose numbers up to 10 with objects.
4. Decompose numbers up to 10 with pictures.
 | T2T2T3T3 |  |

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| Algebra: Standard 1: Recognize, create, complete, and extend patterns.  |
| Benchmark | Essential Learning Outcomes | SMART Goal | Common Formative Assessment  |
| Benchmark K.2.1.1 | 1. Identify simple patterns using shapes.
2. Identify simple patterns using color.
3. Identify simple patterns using size.
4. Identify simple patterns using numbers.
5. Identify simple patterns using sounds.
6. Identify simple patterns using movements.
7. Complete simple patterns using shapes.
8. Complete simple patterns using color.
9. Complete simple patterns using size.
10. Complete simple patterns using numbers.
11. Complete simple patterns using sounds.
12. Complete simple patterns using movements.
13. Extend simple patterns using shapes.
14. Extend simple patterns using color.
15. Extend simple patterns using size.
16. Extend simple patterns using numbers.
17. Extend simple patterns using sounds.
18. Extend simple patterns using movements.
19. Create simple patterns using shapes.
20. Create simple patterns using color.
21. Create simple patterns using size.
22. Create simple patterns using numbers.
23. Create simple patterns using sounds.
24. Create simple patterns using movements.

\*\**Patterns may be repeating, growing, or shrinking.* \*\*part of calendar routine | T2 T2T2T3 |  |

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| Geometry and Measurement: Standard 1: Recognize and sort basic two- and three- dimensional shapes; use them to model real-world objects.  |
| Benchmark | Essential Learning Outcomes | SMART Goal | Common Formative Assessment  |
| Benchmark K.3.1.1 | 1. Recognize two-dimensional shapes: squares, circles, triangles, rectangles, trapezoids, and hexagons.
2. Recognize three-dimensional shapes: cubes, cones, cylinders, and spheres.
 | T1 – square, circle, triangle, rectangleT2 – trapezoids, hexagonsT3  | \*number of sides of a shape  |
| Benchmark K.3.1.2 | 1. Sort objects by color.
2. Sort objects by shape.
3. Sort objects by size.
4. Sort objects by thickness.
 | T1T1T2T3  |  |
| Benchmark K.3.1.3 | 1. Use basic shapes and spatial reasoning to model objects in the real-world.
 | T2 | Above, below, next to, beneath,2D composes 3D shapes  |

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| Geometry and Measurement: Standard 2: Compare and order objects according to location and measurable attributes.  |
| Benchmark | Essential Learning Outcomes | SMART Goal | Common Formative Assessment  |
| Benchmark K.3.2.1 | 1. Use words to compare objects by length.
2. Use words to compare objects by size.
3. Use words to compare objects by weight.
4. Use words to compare objects by position.

\*\*part of calendar routine/rarely touched on in Expressions  | T1T2T2T3 | Inside/outsideAbove/belowLeft/middle/rightTop/middle/bottomLong/shortTall/shortLight/heavyHolds more or less Thick/thin |
| Benchmark K.3.2.2 | 1. Order 2 or 3 objects by length.
2. Order 2 or 3 objects by weight.
 | T3 | Pg. 365 |

CRA sequence – Do you know why the MN standards include both “with objects and pictures?”

<https://www.ixl.com/standards/minnesota/math/kindergarten>