# Ganado Unified School District
# (Mathematics/Kindergarten)

## PACING Guide SY 2019-2020

| Timeline/ Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
|---|---|---|---|---|
| **1st Quarter (July 31 to October 3, 2019 )** | | | | |
| **McGraw-Hill *My Math* Curriculum**<br><br>**<u>Volume 1</u>**<br>***Chapter 1***<br>*Lesson 1 to 5*<br>*Lesson 6 to 8*<br>*Lesson 9*<br>*Lesson 10 to 11* | K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20 (with 0 representing a count of no objects).<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____** | **Chapter 1**<br>How do we show how many?<br><br>**Standards for Mathematical Practices**<br>1. Make sense of problems and persevere in solving them.<br>2. Reason abstractly and quantitatively.<br>3. Construct viable arguments and critique the reasoning of others.<br>4. Model with mathematics.<br>5. Use appropriate tools strategically.<br>6. Attend to precision.<br>~~7. Look for and make use of structure.~~<br>~~8. Look for and express regularity in repeated reasoning.~~ | K.CC.A.3 I can write the numbers 0 to 20. I can write a number to show how many are in a set of objects.<br><br>K.CC.B.4 I can understand the relationship between numbers and quantities; connect counting to cardinality. | **Chapter 1**<br>count<br>number<br>one<br>two<br>three<br>four<br>five<br>zero<br>greater than<br>less than<br>equal to |

| | | | | |
|---|---|---|---|---|
| **<u>Volume 1</u>**<br>***Chapter 2***<br>*Lesson 1 to 8*<br>*Lesson 9*<br>*Lesson 10 to 11* | K.CC.B.4a 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 (one-to-one correspondence).<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.CC.B.4b Understand that the last number name 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 (cardinality).<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger (hierarchical inclusion).<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____** | **Chapter 2**<br>What do numbers tell me?<br><br>**Standards for Mathematical Practices**<br>1. Make sense of problems and persevere in solving them.<br>2. Reason abstractly and quantitatively.<br>3. Construct viable arguments and critique the reasoning of others.<br>4. Model with mathematics.<br>~~5. Use appropriate tools strategically.~~<br>6. Attend to precision.<br>7. Look for and make use of structure.<br>~~8. Look for and express regularity in repeated reasoning.~~ | K.CC.B.4a. I can count objects one to one by one and say the number names in order, one-to-one correspondence.<br><br>K.CC.B.4b I can understand that the last number name said tells the number of objects counted.<br><br>K.CC.B.4c I can understand that each successive number name refers to a quantity that is one larger (hierarchical inclusion). | **Chapter 2**<br>eight<br>nine<br>seven<br>six<br>ten<br>ordinal number |

| | | | | |
|---|---|---|---|---|
| | K.CC.B.5 Count to answer questions about "How many?" when 20 or fewer objects are 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.<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.CC.C6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (Include groups with up to ten objects.)<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.CC.C7 Compare two numbers between 0 to 10 presented as written numerals.<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____** | | K.CC.B.5 I can count to answer questions about "How many?" when 20 or fewer objects are arranged in any order or as many as 10 things in a scattered configuration; given a number from 1 to 20, count out that many objects.<br><br>K.CC.C6 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. (Include groups with up to ten objects.)<br><br>K.CC.C7 I can compare two numbers between 0 to 10 presented as written numerals. | |

| | | | | |
|---|---|---|---|---|
| **Volume 2**<br>***Chapter 10***<br>*Lesson 1 to 4* | K.G.A.1 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.<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____** | **Chapter 10**<br>How do I identify positions?<br><br>**Standards for Mathematical Practices**<br>1. Make sense of problems and persevere in solving them.<br>~~2. Reason abstractly and quantitatively.~~<br>3. Construct viable arguments and critique the reasoning of others.<br>4. Model with mathematics.<br>~~5. Use appropriate tools strategically.~~<br>6. Attend to precision.<br>~~7. Look for and make use of structure.~~<br>~~8. Look for and express regularity in repeated reasoning.~~ | K.G.A.1 I can describe where objects are located. | **Chapter 10**<br>above<br>behind<br>below<br>beside<br>in front of<br>next to |
| **Volume 2**<br>***Chapter 11***<br>*Lesson 1 to 9* | K.G.A.2 Correctly name shapes regardless of their orientations or overall size. (e.g., circle, triangle, square, rectangle, rhombus, trapezoid, hexagon, cube, cone, cylinder, sphere.)<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.G.A.3 Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid). | **Chapter 11**<br>How can I compare shapes?<br><br>**Standards for Mathematical Practices**<br>1. Make sense of problems and persevere in solving them.<br>~~2. Reason abstractly and quantitatively.~~<br>3. Construct viable arguments and critique the reasoning of others.<br>4. Model with mathematics.<br>5. Use appropriate tools strategically.<br>6. Attend to precision.<br>~~7. Look for and make use of structure.~~ | K.G.A.2 I can name shapes.<br><br>K.G.A.3 I can describe shapes as flat or solid. | **Chapter 11**<br>circle<br>hexagon<br>side<br>rectangle<br>round<br>square<br>straight<br>triangle<br>vertex |

| | | | | |
|---|---|---|---|---|
| **Volume 2**<br>***Chapter 12***<br>*Lesson 1 to 5* | **Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe similarities, differences, parts and other attributes. (e.g., numbers of sides and vertices/corners), and other attributes (e.g., having sides of equal length).<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.G.B.5 Model shapes in the world by building shapes from components (e.g., use sticks and clay balls) and drawing shapes.<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.G.B.6 Use simple shapes to form composite shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____** | ~~8. Look for and express regularity in repeated reasoning.~~<br><br>**Chapter 12**<br>How do I identify and compare three-dimensional shapes?<br><br>**Standards for Mathematical Practices**<br>1. Make sense of problems and persevere in solving them.<br>~~2. Reason abstractly and quantitatively.~~<br>3. Construct viable arguments and critique the reasoning of others.<br>4. Model with mathematics.<br>~~5. Use appropriate tools strategically.~~<br>6. Attend to precision.<br>7. Look for and make use of structure.<br>~~8. Look for and express regularity in repeated reasoning.~~ | K.G.B.4 I can describe how flat and solid shapes look.<br><br>K.G.B.5 I can model shapes by building or drawing them.<br><br>K.G.B.6 I can put together smaller shapes to make bigger shapes. | **Chapter 12**<br>cone<br>cube<br>cylinder<br>roll<br>slide<br>sphere<br>stack |

| 2nd Quarter (October 8 to December 20, 2019 ) | | | | |
|---|---|---|---|---|
| **McGraw-Hill** ***My Math*** **Curriculum**<br><br>**<u>Volume 2</u>**<br>***Chapter 12***<br>*Lesson 1 to 5*<br>*Continue…*<br>***Chapter 9***<br>*Lesson 1 to 5*<br><br>**<u>Volume 1</u>**<br>***Chapter 3***<br>*Lesson 1 to 10* | K.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count. (Note: limit category counts to be less than or equal to 10.)<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.CC.A.1 Count to 100 by ones and by tens.<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.CC.A.2 Count forward from a given number other than one, within the known sequence (e.g., "Starting at the number 5, count up to 11.").<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20 (with 0 representing a count of no objects). | **Chapter 9**<br>How do I sort objects?<br><br>**Chapter 3**<br>How can I show numbers beyond 10?<br><br>**Standards for Mathematical Practices**<br>1. Make sense of problems and persevere in solving them.<br>2. Reason abstractly and quantitatively.<br>3. Construct viable arguments and critique the reasoning of others.<br>4. Model with mathematics.<br>~~5. Use appropriate tools strategically.~~<br>6. Attend to precision.<br>7. Look for and make use of structure.<br>~~8. Look for and express regularity in repeated reasoning.~~ | K.MD.B.3 I can sort and count objects into groups.<br><br>K.CC.A.1 I can count to 100 by ones and by tens.<br><br>K.CC.A.2 I can count forward from a given number other than one, within the known sequence (e.g., "Starting at the number 5, count up to 11.").<br><br>K.CC.A.3 I can write the numbers 0 to 20. I can write a number to show how many are in a set of objects. | **Chapter 9**<br>alike<br>different<br>shape<br>size<br>sort<br><br>**Chapter 3**<br>eighteen<br>eleven<br>fifteen<br>fourteen<br>nineteen<br>seventeen<br>sixteen<br>twelve<br>twenty |

| | | | | |
|---|---|---|---|---|
| | **Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.CC.B.4a 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 (one-to-one correspondence).<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.CC.B.4b Understand that the last number name 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 (cardinality).<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____** | | K.CC.B..4 I can understand the relationship between numbers and quantities; connect counting to cardinality.<br><br>K.CC.B.4a I can count objects one by one and say the number names in order.<br><br>K.CC.B.4b I can understand that the last number name said tells the number of objected counted. | |

| | | | | |
|---|---|---|---|---|
| | K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger (hierarchical inclusion).<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.CC.B.5 Count to answer questions about "How many?" when 20 or fewer objects are 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.<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____** | | K.CC.B.4c I know that as I count, the next number is one more.<br><br>K.CC.B.5 I can count to answer questions about "How many?" | |

| 3rd Quarter (January 7 – March 13, 2020) | | | | |
|---|---|---|---|---|
| **McGraw-Hill *My Math* Curriculum**<br><br>**<u>Volume 1</u>**<br>***Chapter 4***<br>*Lesson 1 to 9*<br><br>**<u>Volume 1</u>**<br>***Chapter 5***<br>*Lesson 1 to 7* | K.OA.A.1 Represent addition and subtraction concretely. *See Table 1.*<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., using fingers, objects, symbols, tally marks, drawings, expressions).<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>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.<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.OA.A.2 Solve addition and subtraction word problems and add and subtract within 10. *See Table 1.*<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____** | **Chapter 4**<br>How can we show a number in other ways?<br><br>**Standards for Mathematical Practices**<br>1. Make sense of problems and persevere in solving them.<br>2. Reason abstractly and quantitatively.<br>3. Construct viable arguments and critique the reasoning of others.<br>4. Model with mathematics.<br>5. Use appropriate tools strategically.<br>6. Attend to precision.<br>7. Look for and make use of structure.<br>~~8. Look for and express regularity in repeated reasoning.~~<br><br>**Chapter 5**<br>How can I use objects to add?<br><br>**Standards for Mathematical Practices**<br>1. Make sense of problems and persevere in solving them.<br>2. Reason abstractly and quantitatively.<br>3. Construct viable arguments and critique the reasoning of others.<br>4. Model with mathematics.<br>5. Use appropriate tools strategically.<br>6. Attend to precision. | K.OA.A.1 I can add and subtract in many ways.<br><br>K.OA.A.3 I can show the different ways to make a number that is less than or equal to 10.<br><br>K.OA.A.4 I can add numbers to make 10.<br><br>K.OA.A.2 I can solve addition and subtraction word problems. | **Chapter 4**<br>All vocabulary are review words<br><br>**Chapter 5**<br>add<br>equals sign (=)<br>in all<br>join<br>plus sign (+) |

| | | | | |
|---|---|---|---|---|
| **<u>Volume 1</u>**<br>***Chapter 6***<br>*Lesson 1 to 7* | **Benchmark: _____**<br>**Posttest: _____**<br><br>K.OA.A.5 Fluently add and subtract within 5.<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____** | 7. Look for and make use of structure.<br>~~8. Look for and express regularity in repeated reasoning.~~<br><br>**Chapter 6**<br>How can I use objects to subtract to subtract?<br><br>**Standards for Mathematical Practices**<br>1. Make sense of problems and persevere in solving them.<br>2. Reason abstractly and quantitatively.<br>3. Construct viable arguments and critique the reasoning of others.<br>4. Model with mathematics.<br>5. Use appropriate tools strategically.<br>6. Attend to precision.<br>~~7. Look for and make use of structure.~~<br>~~8. Look for and express regularity in repeated reasoning.~~ | K.OA. A.5 I can add and subtract within 5. | **Chapter 6**<br>are left<br>minus sign (-)<br>subtract<br>take away |

| 4th Quarter (March 23 – May 21, 2020) | | | | |
|---|---|---|---|---|
| **McGraw-Hill *My Math* Curriculum**<br><br>**<u>Volume 1</u>**<br>***Chapter 7***<br>*Lesson 1 to 5* | K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and additional ones by using objects, drawings, and/or equations. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones (e.g., 18 = 10 + 8).<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.NBT.B.2 Demonstrate understanding of addition and subtraction within 10 using place value. *See Table 1.*<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____** | **Chapter 7**<br>How do we show numbers 11 to 19 in another way?<br><br>**Standards for Mathematical Practices**<br>1. Make sense of problems and persevere in solving them.<br>2. Reason abstractly and quantitatively.<br>3. Construct viable arguments and critique the reasoning of others.<br>4. Model with mathematics.<br>~~5. Use appropriate tools strategically.~~<br>6. Attend to precision.<br>~~7. Look for and make use of structure.~~<br>8. Look for and express regularity in repeated reasoning. | K.NBT.A.1 I can show how the numbers 11-19 are made up of tens and ones.<br><br>K.NBT.B.2 I can demonstrate understanding of addition and subtraction within 10. | **Chapter 7**<br>All vocabulary are review words |
| **<u>Volume 2</u>**<br>***Chapter 8***<br>*Lesson 1 to 6* | K.MD.A.1 Describe measurable attributes of a single object (e.g., length and weight).<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____**<br><br>K.MD.A.2 Directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" | **Chapter 8**<br>How do I describe and compare objects by length, height, and weight?<br><br>**Standards for Mathematical Practices**<br>1. Make sense of problems and persevere in solving them.<br>~~2. Reason abstractly and quantitatively.~~ | K.MD.A.1 I can describe an object's length and/or weight.<br><br>K.MD.A.2 I can use words to compare two objects. | **Chapter 8**<br>capacity<br>heavier<br>height<br>holds less<br>holds more<br>length<br>lighter<br>longer<br>shorter<br>taller<br>weight |

| | | | | |
|---|---|---|---|---|
| | the attribute, and describe the difference (e.g., directly compare the length of 10 cubes to a pencil and describe one as longer or shorter).<br>**Pretest: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Benchmark: _____**<br>**Posttest: _____** | 3. Construct viable arguments and critique the reasoning of others.<br>4. Model with mathematics.<br>5. Use appropriate tools strategically.<br>6. Attend to precision.<br>~~7. Look for and make use of structure.~~<br>~~8. Look for and express regularity in repeated reasoning.~~ | | |