





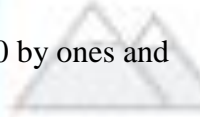

Ganado Unified School District (Mathematics/Kindergarten)

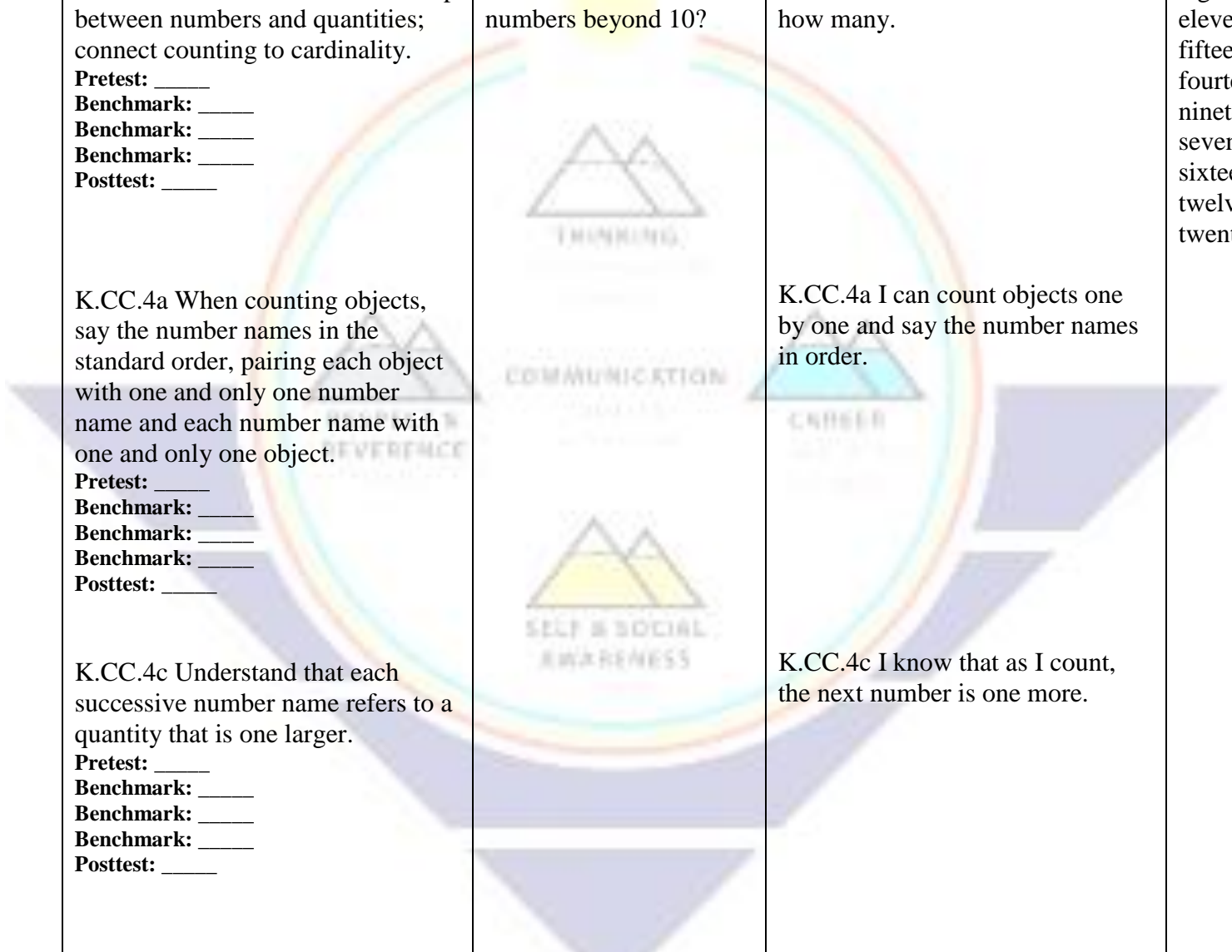
PACING Guide SY 2018-2019

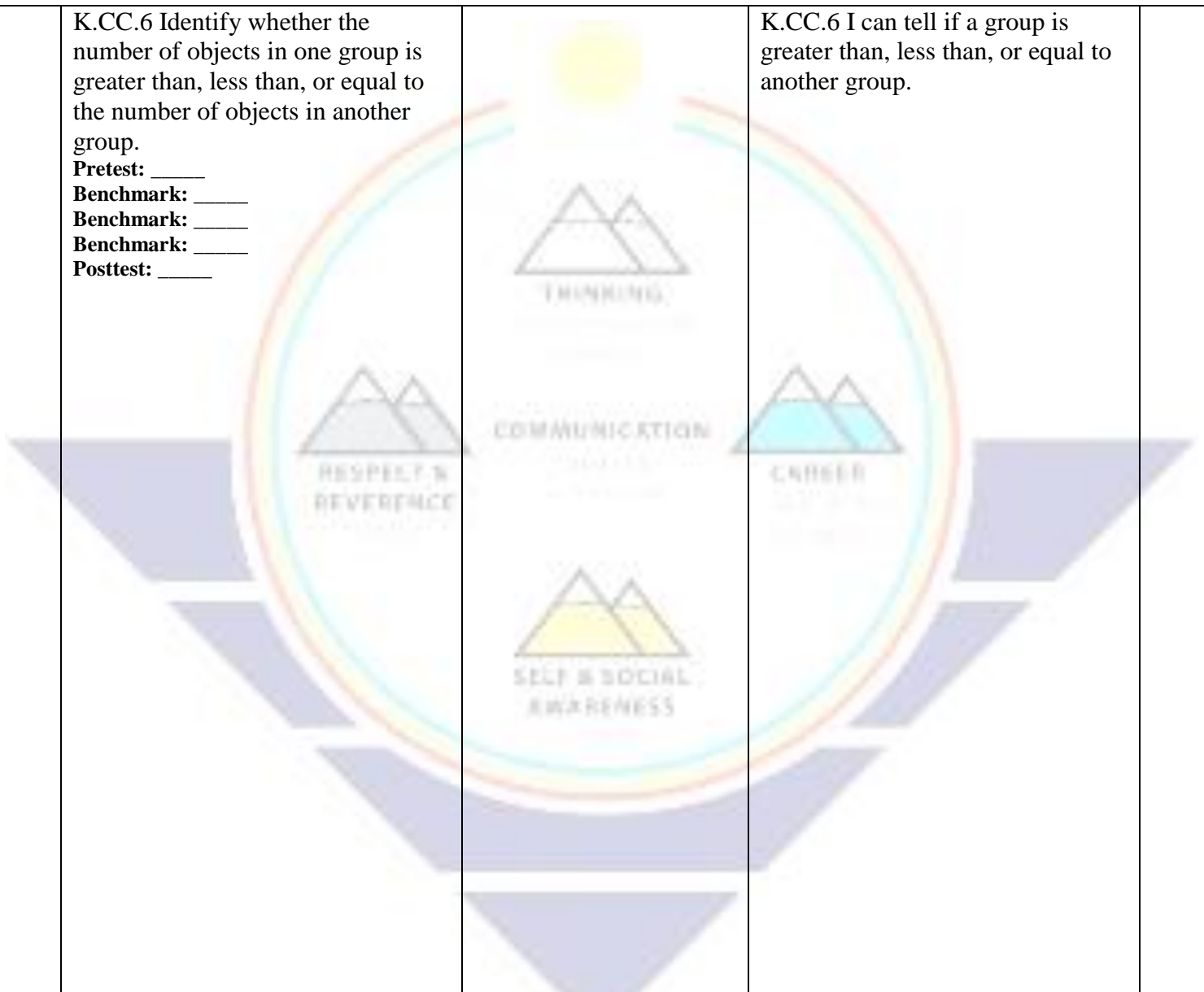
Timeline/ Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1st Quarter (July 31st - October 4th 2018)				
<p>McGraw-Hill My Math Curriculum</p> <p><u>Volume 1</u> Chapter 1</p> <p><u>Volume 2</u> Chapter 10 Chapter 11 Chapter 12</p>	<p>K.CC.1 Count to 100 by ones and tens. Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.G.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. Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p>	<p>Chapter 1 How do we show how many?</p>  <p>Chapter 10 How do I identify positions?</p>	<p>K.CC.1 I can count to 100 by ones and tens.</p> <p>K.G.1 I can describe where objects are located.</p>	<p>Chapter 1 count</p> <p>Chapter 10 above behind below beside in front of next to</p>

	<p>K.G.2 Correctly name shapes regardless of their orientations or overall size. Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.G.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. Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p>	<p>Chapter 11 How can I compare shapes?</p>  <p>Chapter 12 How do I identify and compare three-dimensional shapes?</p> 	<p>K.G.2 I can name shapes.</p> <p>K.G.4 I can describe how flat and solid shapes look.</p>	<p>Chapter 11 circle hexagon side rectangle round square straight triangle vertex</p> <p>Chapter 12 cone cube cylinder roll slide sphere stack</p>
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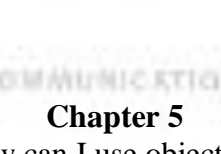

2nd Quarter (October 9th – December 21st 2018)

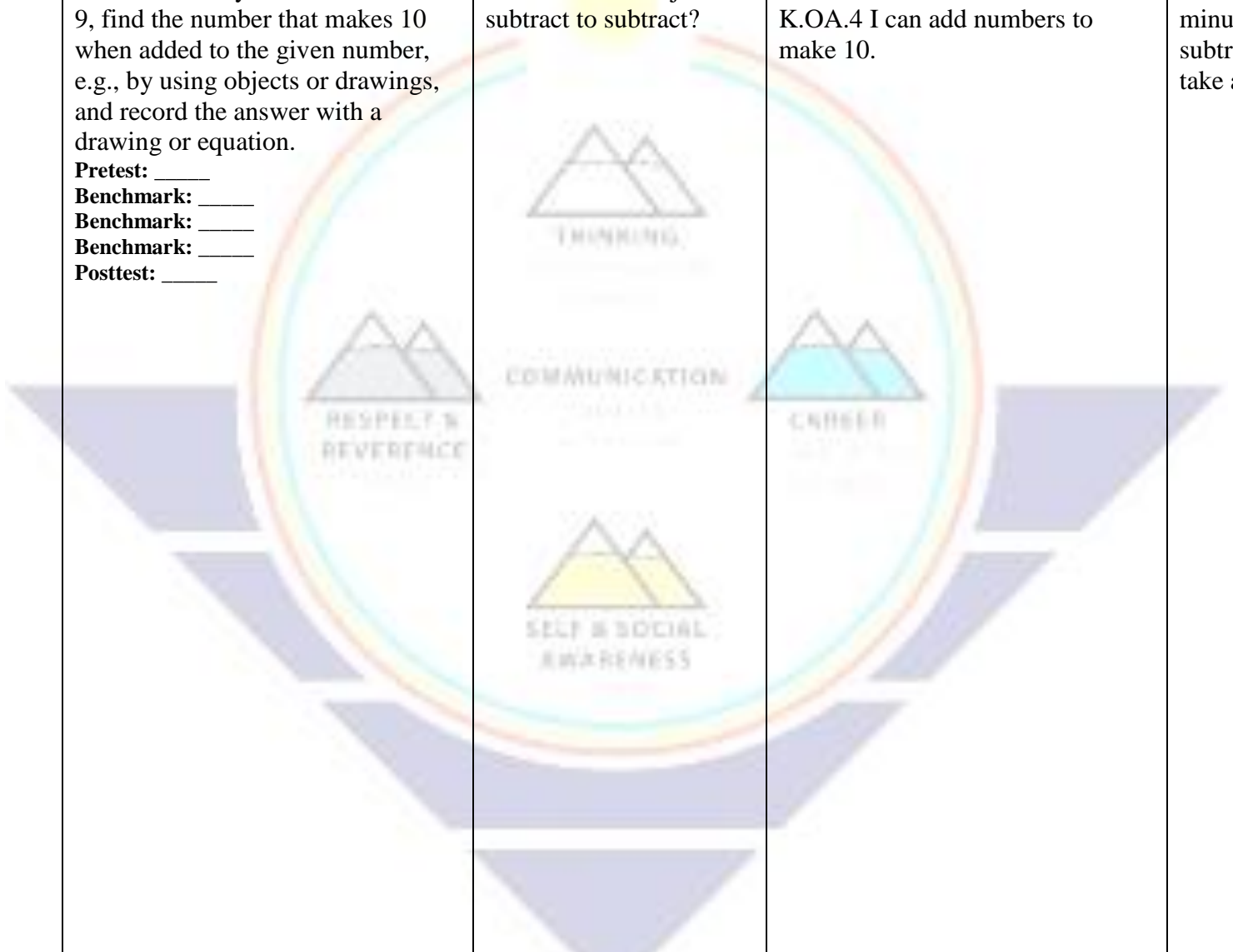
<p>McGraw-Hill My Math Curriculum</p> <p><u>Volume 2</u> Chapter 9</p> <p><u>Volume 1</u> Chapter 1 Chapter 2 Chapter 3</p>	<p>K.MD.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count. Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.CC.1 Count to 100 by ones and tens. Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20. Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p>	<p style="text-align: center;">Chapter 9</p> <p style="text-align: center;">How do I sort objects?</p>  <p style="text-align: center;">THINKING</p> <p style="text-align: center;">Chapter 1</p> <p style="text-align: center;">How do we show how many?</p>  <p style="text-align: center;">MUNICATION</p> <p style="text-align: center;">COMMUNICATION</p>  <p style="text-align: center;">SELF & SOCIAL AWARENESS</p> <p style="text-align: center;">Chapter 2</p> <p style="text-align: center;">What do numbers tell me?</p>	<p>K.MD.3 I can sort and count objects into groups.</p> <p>K.CC.1 I can count to 100 by ones and tens.</p> <p>K.CC.3 I can write the numbers 0-20. I can write a number to show how many are in a set of objects.</p>	<p style="text-align: center;">Chapter 9</p> <p>alike different shape size sort</p> <p style="text-align: center;">Chapter 1</p> <p>count equal to five four greater than less than number one three two zero</p> <p style="text-align: center;">Chapter 2</p> <p>eight nine ordinal number seven six ten</p>
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	<p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.CC.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. Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.CC.4c Understand that each successive number name refers to a quantity that is one larger. Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p>	<p style="text-align: center;">Chapter 3</p> <p style="text-align: center;">How can I show numbers beyond 10?</p> 	<p>K.CC.4 I can use a number to tell how many.</p> <p>K.CC.4a I can count objects one by one and say the number names in order.</p> <p>K.CC.4c I know that as I count, the next number is one more.</p>	<p style="text-align: center;">Chapter 3</p> <p>eighteen eleven fifteen fourteen nineteen seventeen sixteen twelve twenty</p>
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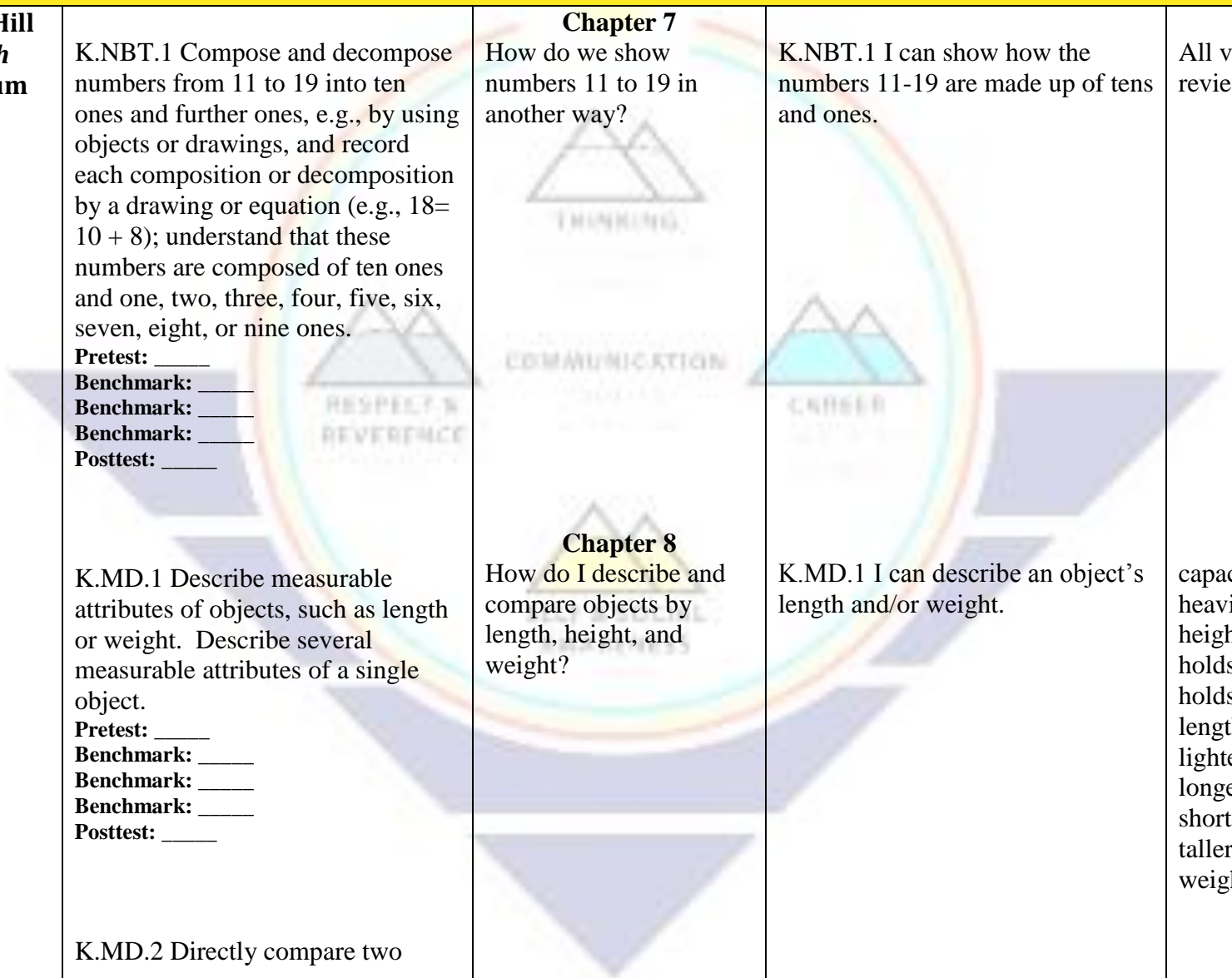
	<p>K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p> <p>Pretest: _____</p> <p>Benchmark: _____</p> <p>Benchmark: _____</p> <p>Benchmark: _____</p> <p>Posttest: _____</p>		<p>K.CC.6 I can tell if a group is greater than, less than, or equal to another group.</p>
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3rd Quarter (January 8th – March 8th 2019)

<p>McGraw-Hill My Math Curriculum</p> <p><u>Volume 1</u> Chapter 4 Chapter 5 Chapter 6</p>	<p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p> <p>K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawing, and record each decomposition by a drawing or equation. Pretest: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Posttest: _____</p>	<p align="center">Chapter 4</p> <p>How can we show a number in other ways?</p>  <p align="center">THINKING</p>  <p align="center">COMMUNICATION</p> <p align="center">Chapter 5</p> <p>How can I use objects to add?</p>  <p align="center">SELF & SOCIAL AWARENESS</p>	<p>K.OA.1 I can add and subtract in many ways.</p> <p>K.OA.3 I can show the different ways to make a number that is less than or equal to 10.</p>	<p align="center">Chapter 4</p> <p>All vocabulary are review words</p> <p align="center">Chapter 5</p> <p>add equals sign (=) in all join plus sign (+)</p>
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	<p>K.OA.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.</p> <p>Pretest: _____</p> <p>Benchmark: _____</p> <p>Benchmark: _____</p> <p>Benchmark: _____</p> <p>Posttest: _____</p>	<p>Chapter 6</p> <p>How can I use objects to subtract to subtract?</p> 	<p>K.OA.4 I can add numbers to make 10.</p>	<p>Chapter 6</p> <p>are left minus sign (-) subtract take away</p>
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4th Quarter (March 18st – May 23rd 2019)

<p>McGraw-Hill My Math Curriculum</p> <p>Volume 1 <i>Chapter 7</i></p> <p>Volume 2 <i>Chapter 8</i></p>	<p>K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>Pretest: _____</p> <p>Benchmark: _____</p> <p>Benchmark: _____</p> <p>Benchmark: _____</p> <p>Posttest: _____</p> <p>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>Pretest: _____</p> <p>Benchmark: _____</p> <p>Benchmark: _____</p> <p>Benchmark: _____</p> <p>Posttest: _____</p> <p>K.MD.2 Directly compare two</p>	<p align="center">Chapter 7</p> <p>How do we show numbers 11 to 19 in another way?</p>  <p align="center">Chapter 8</p> <p>How do I describe and compare objects by length, height, and weight?</p>	<p>K.NBT.1 I can show how the numbers 11-19 are made up of tens and ones.</p> <p>K.MD.1 I can describe an object's length and/or weight.</p>	<p align="center">Chapter 7</p> <p>All vocabulary are review words</p> <p align="center">Chapter 8</p> <p>capacity heavier height holds less holds more length lighter longer shorter taller weight</p>
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objects with a measurable attribute in common, to see which object has “more of”/ “less of” the attribute, and describe the difference. For example compare the heights of two children and describe one child as taller or shorter.

Pretest: _____

Benchmark: _____

Benchmark: _____

Benchmark: _____

Posttest: _____

K.MD.2 I can use words to compare two objects.

