

## Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: Kindergarten

Subject: Math

Adoption Date: June 1, 2014

Revision Date: April 1, 2022

	MP1	MP2	MP3	MP4
Pacing Guide	<p>1. How can I apply strategies for counting and skip-counting? (20 weeks)</p> <p>2. Why is it important to compare and analyze numbers? (4 weeks)</p> <p>3. Why is it important to understand place value? (9 weeks)</p>	<p>1. How can I apply addition skills? (4 weeks)</p> <p>2. How can I apply subtraction skills? (4 weeks)</p> <p>3. How can I create a picture to solve an addition or subtraction problem? (9 weeks)</p>	<p>1. How do I analyze objects into categories? (3 weeks)</p> <p>2. How do I remember to measure things? (4 weeks)</p> <p>3. How can I analyze data and graphs? (3 weeks)</p>	<p>1. Why do you have to remember the position of an object? (3 weeks)</p> <p>2. How can I create plane shapes? (4 weeks)</p> <p>3. How can I create solid shapes? (4 weeks)</p>
Instructional Materials	<p>-Teacher's Manual: <u>Go Math!</u> Houghton Mifflin Harcourt (Kindergarten) 2015</p> <p>-Problem of the Day</p> <p>-Interactive Edition</p> <p>-Think Central</p> <p>-Math on the Spot</p> <p>-Personal Math Trainer</p>	<p>-Teacher's Manual: <u>Go Math!</u> Houghton Mifflin Harcourt (Kindergarten) 2015</p> <p>-Problem of the Day</p> <p>-Interactive Edition</p> <p>-Think Central</p> <p>-Math on the Spot</p> <p>-Personal Math Trainer</p>	<p>-Teacher's Manual: <u>Go Math!</u> Houghton Mifflin Harcourt (Kindergarten) 2015</p> <p>-Problem of the Day</p> <p>-Interactive Edition</p> <p>-Think Central</p> <p>-Math on the Spot</p> <p>-Personal Math Trainer</p>	<p>-Teacher's Manual: <u>Go Math!</u> Houghton Mifflin Harcourt (Kindergarten) 2015</p> <p>-Problem of the Day</p> <p>-Interactive Edition</p> <p>-Think Central</p> <p>-Math on the Spot</p> <p>-Personal Math Trainer</p>

	<ul style="list-style-type: none"> <li>-Student Practice Book</li> <li>-Math Practice Sheets</li> <li>-Math Enrichment Sheets</li> <li>-Connecting cubes</li> <li>-Colored counters</li> <li>-Calendar</li> <li>-White boards</li> <li>-Five frames</li> <li>-Ten frames</li> <li>-Number line</li> <li>-Shaving cream</li> <li>-Play-Doh</li> </ul>	<ul style="list-style-type: none"> <li>-Student Practice Book</li> <li>-Math Practice Sheets</li> <li>-Math Enrichment Sheets</li> <li>-Number cards</li> <li>-Picture cards</li> <li>-Connecting cubes</li> <li>-Pattern blocks</li> <li>-Flashcards</li> <li>-Colored counters</li> <li>-Number line</li> <li>-White boards</li> <li>-Calendar</li> <li>-Spinners</li> <li>-1" graph paper</li> <li>-Ten frames</li> <li>-Hundred chart</li> <li>-Play-Doh</li> <li>-Playing cards</li> </ul>	<ul style="list-style-type: none"> <li>-Student Practice Book</li> <li>-Math Practice Sheets</li> <li>-Math Enrichment Sheets</li> <li>-Connecting cubes</li> <li>-Pattern blocks</li> <li>-Colored counters</li> <li>-Number line</li> <li>-Spinners</li> <li>-Hundred chart</li> <li>-1" graph paper</li> <li>-Pan Balance Scale</li> <li>-Ruler</li> <li>-Thermometer</li> <li>-Measuring containers</li> <li>-Calendar</li> </ul>	<ul style="list-style-type: none"> <li>-Student Practice Book</li> <li>-Math Practice Sheets</li> <li>-Math Enrichment Sheets</li> <li>-Connecting cubes</li> <li>-Colored counters</li> <li>-Pattern blocks</li> <li>-Pattern cards</li> <li>-Geometric solids: Cone, Cylinder, Cube, Sphere, Rectangular Prism</li> <li>-Wikki Stix</li> <li>-Toothpicks</li> <li>-Marshmallows</li> <li>-Model clay</li> </ul>
Activities	<p><b>Activity One:</b> Form numbers 0-20 by making "rainbow" numbers.</p> <p><b>Activity Two:</b> Count to 20 using a ten frame and colored counters.</p> <p><b>Activity Three:</b> Order numbers 0-20 using a number line.</p>	<p><b>Activity One:</b> Add basic facts to 10 using colored counters.</p> <p><b>Activity Two:</b> Choose the operation to solve a problem using plus and minus signs.</p> <p><b>Activity Three:</b> Remove 1 from a group to subtract using the number line.</p>	<p><b>Activity One:</b> Classify &amp; sort objects by size, shape and color by using materials.</p> <p><b>Activity Two:</b> Measure objects by using connecting cubes (longer, shorter).</p> <p><b>Activity Three:</b> Make picture graphs on graph paper to record facts.</p>	<p><b>Activity One:</b> Describe spatial relationships by placing counters in the correct position on an object such as above, below, beside, in front of, behind, and next to.</p> <p><b>Activity Two:</b> Identify, describe, and compare plane figures using pattern blocks.</p> <p><b>Activity Three:</b> Identify, describe, and compare geometric solids using wooden geometric solids.</p>

Standards	<p><b>Activity One:</b> MA.K.K.CC.A</p> <p><b>Activity Two:</b> MA.K.K.CC.B.4</p> <p><b>Activity Three:</b> MA.K.K.CC.C</p>	<p><b>Activity One:</b> MA.K.K.OA.A</p> <p><b>Activity Two:</b> MA.K.K.OA.A</p> <p><b>Activity Three:</b> MA.K.K.OA.A.2</p>	<p><b>Activity One:</b> MA.K.K.MD.B</p> <p><b>Activity Two:</b> MA.K.K.MD.A</p> <p><b>Activity Three:</b> MA.K.K.MD</p>	<p><b>Activity One:</b> MA.K.K.G.A.1</p> <p><b>Activity Two:</b> MA.K.K.G.A</p> <p><b>Activity Three:</b> MA.K.K.G.A</p>
Accommodations and Modifications	<p><b>English Language Learners:</b> -Use images, diagrams and other visual aids wherever possible (Activity One) -Provide hands-on activities and explanations (Activity Three)</p> <p><b>At Risk of School Failure:</b> -Use behavioral management techniques consistently within a classroom and across classes -Adjust time for completion</p> <p><b>Gifted and Talented Students:</b> -Give students opportunities to mentor other students (Activity Two) -Provide independent</p>	<p><b>English Language Learners:</b> -Reduce amount of work required (Activity One) -Provide hands-on activities and explanations</p> <p><b>At Risk of School Failure:</b> -Use behavioral management techniques consistently within a classroom and across classes -Adjust time for completion (Activity Three)</p> <p><b>Gifted and Talented Students:</b> -Give students opportunity to teach other students (Activity Two) -Allow students to present understanding in different</p>	<p><b>English Language Learners:</b> -Use images, diagrams and other visual aids wherever possible (Activity One) -Accept participation at any level, even one word</p> <p><b>At Risk of School Failure:</b> -Use behavioral management techniques consistently within a classroom and across classes -Break assignments into a series of smaller assignments (Activity Three)</p> <p><b>Gifted and Talented Students:</b> -Ask student higher level questions (Activity Two) -Provide opportunities for open-ended, self-directed</p>	<p><b>English Language Learners:</b> -Assign a buddy, same language or English speaking -Use images, diagrams and other visual aids wherever possible (Activity One) -Use group projects rather than individual work (Activity Three)</p> <p><b>At Risk of School Failure:</b> -Use behavioral management techniques consistently within a classroom and across classes -Adjust time for completion</p> <p><b>Gifted and Talented Students:</b> -Allow students to present understanding in different</p>

	<p>learning opportunities</p> <p><b>Students with 504 Plans:</b> -Students seated in close proximity to the teacher. -Students with hearing, visual or cognitive impairment may have extra time.</p> <p><b>Special Education Students:</b> -Extended time to complete activity (Activity One)</p>	<p>and creative ways (Activity Three)</p> <p><b>Students with 504 Plans:</b> -Students seated in close proximity to the teacher. -Students with hearing, visual or cognitive impairment may have extra time.</p> <p><b>Special Education Students:</b> -Extended time to complete activity (Activity One)</p>	<p>activities</p> <p><b>Students with 504 Plans:</b> -Students seated in close proximity to the teacher. -Students with hearing, visual or cognitive impairment may have extra time.</p> <p><b>Special Education Students:</b> Provide prompting throughout activity (Activity Three)</p>	<p>and creative ways (Activity Two)</p> <p>-Give students opportunities to mentor other students -Ask student higher level questions</p> <p><b>Students with 504 Plans:</b> -Students seated in close proximity to the teacher. -Students with hearing, visual or cognitive impairment may have extra time.</p> <p><b>Special Education Students:</b> Reduce the complexity of the activity (Activity Two)</p>
Interdisciplinary Connections	<p>Students will form, write, and trace numbers 0-20 using writing materials. <b>(Writing)</b></p>	<p>Teacher will read <u>Five Little Monkeys Sitting in a Tree</u>. Students will listen to the story and remove one object from a set to subtract. <b>(English Language Arts)</b></p>	<p>Students will use magazines to cut out various colored objects and sort by color. <b>(Art)</b></p>	<p>Students will take an “outside shape walk” where they will look for various shapes used in our community. <b>(Social Studies)</b></p>
Assessments	<p><b>Ongoing Progress Monitoring Assessments:</b> -Teacher observation -Class participation -Mid Chapter Check Points -Numeral Writing -Proficiency in daily work</p>	<p><b>Ongoing Progress Monitoring Assessments:</b> -Teacher observation -Class participation -Mid Chapter Check Points -Numeral Writing -Proficiency in daily work</p>	<p><b>Ongoing Progress Monitoring Assessments:</b> -Teacher observation -Class participation -Mid Chapter Check Points -Numeral Writing -Proficiency in daily work</p>	<p><b>Ongoing Progress Monitoring Assessments:</b> -Teacher observation -Class participation -Mid Chapter Check Points -Numeral Writing -Proficiency in daily work</p>

	(workbook pages, practice pages, enrichment pages, and teacher-created assignments)  <b>Summative:</b> -Individual Number Assessment -Chapter Tests -Math Seeds Computer Program  <b>Benchmark Assessment:</b> -MAP Testing	(workbook pages, practice pages, enrichment pages, and teacher-created assignments)  <b>Summative:</b> -Chapter Tests -Math Seeds Computer Program  <b>Benchmark Assessment:</b> -MAP Testing	(workbook pages, practice pages, enrichment pages, and teacher-created assignments)  <b>Summative:</b> -Chapter Tests -Math Seeds Computer Program  <b>Benchmark Assessment:</b> -MAP Testing	(workbook pages, practice pages, enrichment pages, and teacher-created assignments)  <b>Summative:</b> -Individual Number Assessment -Chapter Tests -Math Seeds Computer Program  <b>Benchmark Assessment:</b> -MAP Testing
21st Century Themes and Skills	CRP6 CRP8	CRP6 CRP8	CRP6 CRP8	CRP6 CRP8
Life Literacies And Key Skills	9.4.2.CI.1	9.4.2.CI.2	9.4.2.CI.1	9.4.2.CI.2