

<b>Pacing Guide: Kindergarten Math for Trimester Two</b>					
<b>Content and Duration</b>	<b>Content Expectation (GLCE)</b>	<b>Student Learning Targets</b>	<b>Content Vocabulary</b>	<b>Required Activities</b>	<b>Common Assessments and Rubrics</b>
<b>Geometry</b>	G.GS.00.02: Identify, sort, and classify objects by attribute and identify objects that do not belong in a particular group.	I can sort by color. I can sort by shape. I can sort by size.	Sort Same Different Shape Color size	Sorting on the Overhead/Document Feeder (Math Their Way pg. 59)  People Sorting (Math Their Way pg. 70)  Read my Mind Sorting (Math Their Way pg. 70)  Descriptions (Math Their Way pg. 74)	The students will identify and sort attribute blocks by color, shape, and size without any prompting from an adult.  <b><i>Common Sorting Assessment</i></b>
<b>Data and Probability</b>		I can graph objects. I can tell which object has the most. I can tell which object has the least. I can tell if any objects have an equal amount.	Graph Most Least equal	Real Graphs Comparing Two Groups (Math Their Way pg. 146)  Picture Graphs Comparing Three Groups (Math Their Way pg. 149)  Other Graphs (Math Their Way pg. 155)	The students will correctly complete the graph and discuss the results (most, least, and equal).  <b><i>Common Graph Assessment</i></b>
<b>Number and Operations</b>	N.ME.00.04: Read and write numerals to 30 and connect them to the quantities they represent.	I can name numbers 0 through 30 out of order.		Number Writing with a Model  Shaving Cream Numbers	When shown any number 0 through 30 out of order, the students will verbally state the number shown to them.

				Number Bingo  Counting Group of objects and matching the number that represents the total amount.	<b>Common Number Identification Assessment</b>
<b>Numbers and Operations</b>	N.ME.00.05: Count orally to 100 by ones.	I can count to 100 by ones.	Count by ones	Counting with the 100 Chart  Counting with movements (Each group of tens has its own movement i.e. one through 10 jumping, 10 through 20 twisting, etc.)  Grab and Count (Math Investigations/ Developing Number Sense pg. 12)  Counting Jar (Math Investigations/ Introduction pg. 26)	The students will verbally count by one to 100 without any prompting from an adult.  <b>Verbal Assessment</b>
<b>Number and Operations</b>	N.MR.00.10: Describe and make drawings to represent situation/stories involving putting together and taking apart for totals up to 10; use finger and object counting.	I can give an equal amount of objects to solve a number problem.	Take away, subtraction, how many are left, minus	Acting Story Problems Out  Use manipulatives to represent the story/situation.	The student will use manipulatives to represent an equal amount.  <b>Common Problem-Solving Assessment Sheet</b>
<b>Measurement</b>	M.PS.00.05: Compare length and weight of an object by comparing to	I can use measure words to describe objects.	Shorter, longer Lighter,	Measuring (Math Their Way pg. 307)	The students will identify measurement vocabulary.

	reference objects, and use terms such as shorter, longer, taller, lighter, heavier.		<p>Heavier, Bigger, Smaller Full, Empty More, Less Balance Estimate</p>	<p>Measuring with Cubes (Math Investigation/ Counting and the Number System pg. 14)</p> <p>Use manipulatives such as counting bears, links, paper clips, etc. to measure the objects.</p> <p>Comparing Towers (Math Investigations/ Developing Number Sense pg. 36)</p>	<p><b><i>Common Measurement Assessment</i></b></p>
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