

UNIT/ORGANIZING PRINCIPLE:		Pacing: First Nine Weeks			
Essential Question(s)	Big Idea 2: Describe shapes and space.				
Concepts/Content	Learning Targets/Skills	Benchmarks	Key Terminology	Essential Content & Understanding	
<p>Weeks 1-3</p> <p>Two dimensional shapes</p> <p>Go Math Ch. 7-8</p>	<p>Describe, sort and re-sort objects using a variety of attributes such as shape, size, and position.</p> <p><u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u></p> <p><i>Example:</i> Students will use manipulatives. Position descriptions will include relative positions of objects in space such as beside, inside, outside, next to, above, and below. Identify, name, describe and sort basic two-dimensional shapes such as squares, triangles, circles, rectangles, hexagons, and trapezoids.</p> <p><u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u></p> <p><i>Example:</i> Descriptions of attributes of 2-Dimensional shapes include the number of sides and the number of vertices. Students will reproduce the shapes by drawing pictures.</p> <p>Interpret the physical world with geometric shapes, and describe it with corresponding vocabulary.</p> <p><u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u></p> <p>Use basic shapes, spatial reasoning, and manipulatives to model objects in the environment and to construct more complex shapes.</p>	<p>MA.K.G.2.1</p> <p>MA.K.G.2.2</p> <p>MA.K.G.2.4</p> <p>MA.K.G.2.5</p>	<p>Plane figure</p> <p>Two-dimensional</p> <p>Inside</p> <p>Outside</p> <p>Over (above)</p> <p>Under (below)</p> <p>On (on top of)</p> <p>Top</p> <p>Middle</p> <p>Bottom</p> <p>Left</p> <p>Right</p> <p>Same</p> <p>Different</p> <p>Shape</p> <p>Circle</p> <p>Triangle</p> <p>Square</p> <p>Hexagon</p> <p>Rectangle</p> <p>Trapezoid</p> <p>Model</p> <p>Geometric</p> <p>Sort</p> <p>Sorting rules</p> <p>As many</p> <p>Equal</p>	<p>1. Sort and classify objects</p> <ul style="list-style-type: none"> Using manipulatives: Shapes Size Position (such as: over, under) <p>2. Identify, name, describe , and sort basic shapes using manipulatives:</p> <ul style="list-style-type: none"> Circle Square Triangle Rectangle Hexagon Trapezoid <p>3. Reproduce shapes by drawing pictures</p> <p>4. Use everyday examples to re[resent shapes (see bullets for number two)</p> <p>5. Create new objects from a given set of shapes</p> <ul style="list-style-type: none"> Reproduce a model with manipuatives Reproduce in picture form Create new shapes from multiple shapes 	

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	<p><i>Cognitive Complexity/Depth of Knowledge</i> <i>Rating:</i> High</p> <p><i>Example:</i> Students will create new objects from a set of given shapes. Students will reproduce a model by selecting the shapes represented in the model. For example, students may choose to create a representation of a house using a square and a triangle.</p>			<p>More Fewer Does not Belong Spatial relationship Position</p>	
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UNIT/ORGANIZING PRINCIPLE:				Pacing: First Nine Weeks
Essential Question(s)	Big Idea 1: Represent, compare, and order whole numbers and join and separate sets.			
Concepts/Content	Learning Targets/Skills	Benchmarks	Key Terminology	Essential Content & Understanding
<p>Weeks 3-7</p> <p>Understanding and working with numbers 0-5</p> <p>Go Math Ch. 1-2</p>	<p>Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.</p> <p><i>Cognitive Complexity/Depth of Knowledge Rating: Moderate</i></p> <p><i>Example:</i></p> <p>Have 20 plastic cups with numbers 1 through 20 on them. Have each student fill one cup with number of beans written on the cup.</p>	MA.K.A.1.1	<p>Line</p> <p>Number</p> <p>Numeral</p> <p>Count</p> <p>More, Less, Order</p> <p>Fewer</p> <p>Same, Most</p> <p>Fewest</p> <p>Before, After</p> <p>Forward</p> <p>Backward</p> <p>Count on</p> <p>Count backward</p> <p>Greater, Less</p> <p>More than</p> <p>Fewer than</p> <p>Large, Larger, Largest</p> <p>Small, Smaller</p> <p>Smallest</p> <p>Big, Bigger, Biggest,</p> <p>As many, Equal,</p> <p>Number sense,</p> <p>Cardinal Number</p>	<p>1. Using manipulatives to represent numbers zero to five:</p> <ul style="list-style-type: none"> • Equal groups • More • Fewer • Matching quantity to number • Expressing the numbers 0-5 • Before and after on a number line • 10 Frames <p>2. Using pictures (see above bullets)</p> <p>3. Using written forms for the numbers 0 to 5</p> <p>4. Rote counting from 0 to 5</p>

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Essential Question(s)	Supporting Idea 4: Algebra			
Concepts/Content	Learning Targets/Skills	Benchmarks	Key Terminology	Essential Content & Understanding
<p>Weeks 7-9</p> <p>Patterns</p> <p>Go Math Ch. 10</p>	<p>Identify and duplicate simple number and non-numeric repeating and growing patterns.</p> <p><i>Cognitive Complexity/Depth of Knowledge Rating: Moderate</i></p> <p><i>Example:</i></p> <p>Students will complete patterns according to shape, size, and color. Consider up to two attributes at a time.</p>	MA.K.A.4.1	<p>Pattern</p> <p>Repeating pattern</p> <p>Growing pattern</p>	<p>1. Non-numeric Patterns</p> <ul style="list-style-type: none"> • Movement • Read and copy simple patterns • Copy and extend patterns • Predict patterns • Transfer a pattern • Create a pattern • Use a pattern

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<p>Weeks 10-12</p> <p>Understanding and working with numbers 6-10</p> <p>Go Math Ch. 3</p>	<p>Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.</p> <p><i>Cognitive Complexity/Depth of Knowledge Rating: Moderate</i></p>	MA.K.A.1.1		<p>1. Using manipulatives</p> <ul style="list-style-type: none"> • Equal sets • More • Fewer • Matching quantity to number • Writing quantity to number • Writing the numbers 0-10 • Rote counting • Before and after on a number line • Missing numbers • 10 Frames <p>2. Using pictures (see above bullets)</p> <p>3. Using written forms for the numbers 6 to 10</p> <p>4. Rote counting 1-10</p>

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<p>Weeks 16-18</p> <p>Understanding and working with numbers 11-15</p> <p>Go Math Ch. 5</p>	<p>Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.</p> <p><i>Cognitive Complexity/Depth of Knowledge Rating: Moderate</i></p>	MA.K.A.1.1		<p>1. Using manipulatives</p> <ul style="list-style-type: none"> • Equal groups • More • Fewer • Matching quantity to number • Writing numbers 11-15 • Rote counting • Forward and backward on a number line • Missing numbers <p>2. Using pictures (see above bullets)</p> <p>3. Using written forms for the numbers 11 to 15</p> <p>4. Rote counting 1-15</p>

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UNIT/ORGANIZING PRINCIPLE:				Pacing: Third Nine Weeks
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<p>Weeks 19-20</p> <p>Understanding and working with numbers 16-20</p> <p>Go Math Ch. 6</p>	<p>Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.</p> <p><i>Cognitive Complexity/Depth of Knowledge Rating: Moderate</i></p>	MA.K.A.1.1		<p>1. Using manipulatives</p> <ul style="list-style-type: none"> • Equal groups • More • Fewer • Matching quantity to number • Writing numbers 16-20 • Rote counting • Forward and backward on a number line • Missing numbers <p>2. Using pictures (see above bullets)</p> <p>3. Using written forms for the numbers 16 to 20</p> <p>4. Rote counting to 20</p>

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UNIT/ORGANIZING PRINCIPLE:				Pacing: Third Nine Weeks
Essential Question(s)	Supporting Idea 5: Geometry and Measurement			
Concepts/Content	Learning Targets/Skills	Benchmarks	Key Terminology	Essential Content & Understanding
<p>Weeks 21-22</p> <p>Concept of time</p> <p>Go Math Ch. 12</p>	<p>Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, shorter/longer.</p> <p><i>Cognitive Complexity/Depth of Knowledge Rating: Moderate</i></p>	MA.K.G.5.1	<p>Morning</p> <p>Afternoon</p> <p>Evening</p> <p>Day</p> <p>Week</p> <p>Month</p> <p>Year</p> <p>Shorter</p> <p>Longer</p> <p>Before</p> <p>After</p>	<p>1. Concept of a day:</p> <ul style="list-style-type: none"> • Morning • Afternoon • Evening <p>2. Concept of a week:</p> <ul style="list-style-type: none"> • 7 days in a week • Days of the week <p>3. Concept of a month:</p> <ul style="list-style-type: none"> • 12 months in a year • Months of the year <p>4. Concept of a calendar:</p> <ul style="list-style-type: none"> • Identify month, day, year • Identify yesterday, today, and tomorrow <p>5. Sequencing</p> <ul style="list-style-type: none"> • Before/after • Shorter/longer • Parts of a day • Days of the week • Months of the year

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Essential Question(s)	Supporting Idea 4: Algebra			
Concepts/Content	Learning Targets/Skills	Benchmarks	Key Terminology	Essential Content & Understanding
<p>Weeks 23-24</p> <p>Skip counting by 2,5,10 up to 100</p>	<p>Identify and duplicate simple number and non-numeric repeating and growing patterns.</p> <p><i>Cognitive Complexity/Depth of Knowledge</i> <i>Rating: Moderate</i></p>	MA.K.A.4.1	<p>Skip counting</p> <p>Growing pattern</p> <p>Hundred chart</p>	<p>1. Count orally</p> <ul style="list-style-type: none"> • Using a 100 chart • Count by 10's • Count by 5's • Count by 2's • Count by 1's <p>2. Find a pattern</p> <ul style="list-style-type: none"> • Counting by 10's • Counting by 5's • Counting by 2's • Count by 1's <p>3. Duplicate a pattern</p> <ul style="list-style-type: none"> • Counting by 10's • Counting by 5's • Counting by 2's • Count by 1's <p>4. Extend a pattern</p> <p><u>RESOURCES</u> www.learningplanet.com www.pppst.com/skipcounting.html</p>

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Weeks 25-27 Cardinal/Ordinal numbers Comparing numbers Ordering numbers	Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20. <u>Cognitive Complexity/Depth of Knowledge Rating: Moderate</u> <i>Example:</i> Students will compare <u>sets</u> by ordering numbers, by using concrete objects and by using appropriate language such as none, more than, fewer than, same number of, and one more than.	MA.K.A.1.2	Ordinal First Second Third Fourth Fifth Sixth Seventh Eighth Ninth tenth	1. Using Manipulatives <ul style="list-style-type: none"> • Rote counting using ordinals • Ordering ordinals • Comparing ordinals 2. Using picture forms (see above bullets) 3. Greater than, less than, equal to <u>RESOURCES</u> <u>Ten Little Rubber Ducks</u> by Eric Carle; www.kindergarten-lessons.com/ten_little_rubber_ducks.html <u>Little Red Hen</u> Activities; www.kinderplans.com/content.cfm?pageid=358 Comparing & Ordering Numbers www.onlinemathlearning.com/numbers-math-games.html www.mimioconnect.com www.pppst.com/index.html

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<p>Weeks 28-30 Addition up to 10 Go Math Ch. 4</p>	<p>Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20.</p> <p><i>Cognitive Complexity/Depth of Knowledge Rating: Moderate</i></p> <p><i>Example:</i> Students will compare sets by ordering numbers, by using concrete objects and by using appropriate language such as none, more than, fewer than, same number of, and one more than.</p> <p>Solve word problems involving simple joining and separating situations.</p> <p><i>Cognitive Complexity/Depth of Knowledge Rating: High</i></p>	<p>MA.K.A.1.2</p> <p>MA.K.A.1.3</p>	<p>Sum Join In all Altogether Add Plus Plus sign Equal Equal sign Addition Sentence Number story</p>	<p>1. Using Manipulatives:</p> <ul style="list-style-type: none"> • Create sets based on different attributes • Compare sets • Joining sets • Solve problems involving sets using appropriate language <p>2. Solve addition word problems by joining:</p> <ul style="list-style-type: none"> • Using manipulatives • Using pictures • Objects and drawings • Using written forms <p>3. Solve addition problems by joining:</p> <ul style="list-style-type: none"> • Using manipulatives • Using pictures • Objects and drawing • Using written numeric forms <p>4. Solve double facts (1st Grade prep)</p> <ul style="list-style-type: none"> • Doubles • Doubles + 1

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Essential Question(s)	Big Idea 3: Order objects by measurable attributes			
Concepts/Content	Learning Targets/Skills	Benchmarks	Key Terminology	Essential Content & Understanding
<p>Weeks 34-35 Measurement Go Math Ch. 11</p>	<p>Compare and order objects indirectly or directly using measurable attributes such as length, height, and weight.</p> <p><i>Cognitive Complexity/Depth of Knowledge Rating: Moderate</i></p> <p><i>Examples:</i></p> <p>Direct means that one object is compared to another. Example: The length of two crayons is compared to by placing them next to each other and stating which one is longer or shorter.</p> <p>Indirect means that a measurement is provided to allow the comparison. Example: One student's height is marked on the wall. Another student's height is marked on the wall. The two marks are compared to determine their relative height.</p>	MA.K.G.3.1	<p>Non-Standard units of measure</p> <p>Weight</p> <p>Longer than</p> <p>Shorter than</p> <p>Taller than</p> <p>As long as</p> <p>Same length as</p> <p>As short as</p> <p>As tall as</p> <p>Short</p> <p>Shorter</p> <p>Shortest</p> <p>Tall</p> <p>Taller</p> <p>Tallest</p> <p>Long, Longer</p> <p>Longest</p> <p>Measure</p> <p>About the same</p> <p>Most</p> <p>Least</p> <p>Heavy, Heavier</p> <p>Heaviest</p> <p>Light, Lighter</p> <p>Lightest</p>	<p>1. Length</p> <ul style="list-style-type: none"> • Measure using manipulatives/non standard units • Compare lengths • Order lengths • Indirect comparison by manipulatives against objects in room <p>2. Height</p> <ul style="list-style-type: none"> • Measure using manipulatives/non standard units • Compare heights • Order heights • Indirect comparison by manipulatives against objects in room <p>3. Weight</p> <ul style="list-style-type: none"> • Measure using manipulatives/non standard units • Compare weights • Order weights • Indirect comparison by manipulatives against objects in room

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