

**RIDGECROFT SCHOOL
GRADE K MATHEMATICS**

PACING GUIDE

2005-2006	
1st Six Weeks: August 17-September 26 Pages 10-26	4th Six Weeks: January 3-February 15 Pages 119-170
2nd Six Weeks: September 27-November 3 Pages 27-50	5th Six Weeks: February 16-April 4 Pages 171-225
3rd Six Weeks: November 6-December 19 Pages 51-118	6th Six Weeks: April 5-May 30 Pages 226-298

RESOURCE: *Everyday Math* (SRA McGraw-Hill)

AUGUST / SEPTEMBER	PACE	NC SCOS Grade K
Pages 10-26 <ul style="list-style-type: none"> • Match one-to-one • Measure heights • Play with coins 	31	2.01
OCTOBER		
Pages 27-48 Guideposts: <ul style="list-style-type: none"> • Count forward from 0-21 • Count back from 10 to 1 • Read the numbers 0-10 • Compare lengths, matching ends • Recognize a penny and know its value • Math one-to-one 	20	1.01a,b, 2.01
NOVEMBER		
Pages 49-88 Guideposts: <ul style="list-style-type: none"> • Count forward from 0 to 35 • Count back from 10 to 1 • Read the numbers 1 to 15 • Recognize and name a triangle, square, circle, and rectangle. • Recognize simple examples of symmetry 	20	1.01, 2.01 (Compare attributes), 3.01 (Spheres and cubes), 3.02
DECEMBER		
Pages 89-118 Guideposts: <ul style="list-style-type: none"> • Count forward from 0 to 50 • Count back from 12 to 0 • Understand each “teen” number as 10 + a digit • Use concepts of greater and less to find a “mystery number” • Read and record amounts of pennies using the “cent” symbol. • Generate, continue, and copy patterns. 	12	1.01, 5.01, 5.02
JANUARY		
Pages 119-155 Guideposts: <ul style="list-style-type: none"> • Write the numbers from 0 to 10 • Count forward from 0 to 70 • Count back from 15 to 0 • Skip count with the group by 2s, 5s, and 10s • Count with a calculator • Explore using a variety of measuring tools. • Identify a dime and a nickel. 	20	1.01, 4.01, 4.02

<ul style="list-style-type: none"> Participate in telling change-to-more (addition) number stories Discuss graph outcomes with the group. 		
FEBRUARY		
Pages 156-189 Guideposts: <ul style="list-style-type: none"> Count forward from 0 to 90 Count back from 15 to 0 Count tally marks. Count on, varying the starting point. Identify a quarter. 	18	1.01
MARCH		
Pages 190-225 Guideposts: <ul style="list-style-type: none"> Count forward from 0 to 115 Count back from 20 to 0 Read time to the nearest hour on an analog clock Participate in telling change-to-less (subtraction) stories. Make and continue three-part patterns 	22	1.01, 2.02, 5.02
APRIL		
Pages 226-266 Guideposts: <ul style="list-style-type: none"> Count forward from 0 to 115 Count back from 20 to 0 Skip count by 2s, 5s, and 10s Write the numbers from 0 to 20. Read 3-digit numbers Recognize and understand $\frac{1}{2}$ Estimate time (on analog clocks) using the hour hand only. Know the value of a penny, nickel, and dime; recognize a quarter/ Enjoy playing simple "What's My Rule?" games. 	14	1.01 (to 30), 2.02, 5.02
MAY/JUNE		
Pages 267-298 <ul style="list-style-type: none"> Practice counting on and interrupted backward counting. Make double-digit numbers Find missing addend. Cover pattern blocks with other pattern blocks Review shapes Compare 4-sided shapes 	23	1.01, 1.02, 1.03, 3.01, 3.02, 3.04
TOTAL	180	

8/1/06

NC STANDARD COURSE OF STUDY

Everyday Math is an integrated math curriculum that will be used in grades K-6 at Ridgcroft School. It is not entirely aligned by grade with the NC SCOS. However, over the 6-year time period, all NC SCOS objectives will be included in instruction. Listed below are objectives from a 3-year grade span.

GRADE K	GRADE 1	GRADE 2
MAJOR CONCEPTS/ SKILLS: <ul style="list-style-type: none"> Number sense 0 – 30 Calendar time Recognize basic shapes Create and extend patterns Sort and classify 	MAJOR CONCEPTS/ SKILLS: <ul style="list-style-type: none"> Number sense 0 – 99 Single digit addition and subtraction Time Non-standard measurement Collect and display data Create and extend patterns CONCEPTS/SKILLS TO MAINTAIN <ul style="list-style-type: none"> Basic geometric shapes 	MAJOR CONCEPTS/SKILLS: <ul style="list-style-type: none"> Number sense 0-999 Place value Addition and subtraction of multi-digit numbers Length, time Symmetry and congruence Pictographs Probability experiments Numbers sentences Students will solve relevant and authentic

	<ul style="list-style-type: none"> Sort and classify 	<p>problems using appropriate technology and apply these concepts as well as those developed in earlier year.</p> <p>CONCEPTS/SKILLS TO MAINTAIN</p> <ul style="list-style-type: none"> Patterns Sort and classify Line plots, tallies
<p>GOAL 1: The learner will recognize, model, and write whole numbers 0 through 30.</p> <p>1.01 Develop number sense for whole numbers through 30.</p> <p>(a) Connect model, number word (orally), and number, using a variety of representations.</p> <p>(b) Count objects in a set.</p> <p>(c) Read and write numerals.</p> <p>(d) Compare and order sets and numbers.</p> <p>(e) Use ordinals (1st – 10th).</p> <p>(f) Estimate quantities fewer than or equal to 10.</p> <p>(g) Recognize equivalence in sets and numbers 1-10.</p> <p>1.02 Share equally (divide) between two people; explain.</p> <p>1.03 Solve problems and share solutions to problems in small groups.</p>	<p>GOAL 1: The learner will read, write, and model whole numbers through 99 and compute with whole numbers.</p> <p>1.01 Develop number sense for whole number using a variety of representations.</p> <p>(a) Connect the model, number word, and number using a variety of representations.</p> <p>(b) Use efficient strategies to count the number of objects in a set.</p> <p>(c) Read and write numbers</p> <p>(d) Compare and order sets and numbers.</p> <p>(e) Build understanding of place value (ones, tens).</p> <p>(f) Estimate quantities fewer than or equal to 100.</p> <p>(g) Recognize equivalence in sets and numbers 1-99.</p> <p>1.02 Use groupings of 2’s, 5’s, and 10’s with models and pictures to count collections of objects.</p> <p>1.03 Develop FLUENCY with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.</p> <p>1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).</p>	<p>GOAL 1: The learner will read, write, model and compute with whole numbers through 999.</p> <p>1.01 Develop number sense for whole numbers through 999.</p> <p>(a) Connect model, number word, and number using a variety of representations.</p> <p>(b) Read and write numbers.</p> <p>(c) Compare and order.</p> <p>(d) Rename</p> <p>(e) Estimate</p> <p>(f) Use a variety of models to build understanding of place values (ones, tens, hundreds).</p> <p>1.02 Use area or region models and set models of fractions to explore part-whole relationships in context.</p> <p>(a) Represent fractions (halves, thirds, fourths) concretely and symbolically.</p> <p>(b) Compare fractions (halves, thirds, fourths) using models.</p> <p>(c) Make different representations of the same fraction.</p> <p>(d) Combine fractions to describe parts of a whole.</p> <p>1.03 Create, model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form).</p> <p>1.04 Develop FLUENCY with multi-digit addition and subtraction through 999 using multiple strategies.</p> <p>(a) Strategies for adding and subtracting numbers.</p> <p>(b) Estimation of sums and differences in appropriate situations.</p> <p>(c) Relationships between operations.</p> <p>1.05 Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds.</p> <p>1.06 Define and recognize odd and even numbers.</p>
<p>GOAL 2: The learner will explore concepts of measurement.</p> <p>2.01 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).</p>	<p>GOAL 2: The learner will use non-standard units of measure and tell time.</p> <p>2.01 For given objects:</p> <p>(a) Select an attribute (length, capacity, mass) to measure (use non-standard units).</p>	<p>GOAL 2: The learner will recognize and use standard units of metric and customary measurement.</p> <p>2.01 Estimate and measure using appropriate units.</p> <p>(a) Length (meters, centimeters, feet, inches, yards).</p>

<p>2.02 Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons).</p>	<p>(b) Develop strategies to estimate size. (c) Compare, using appropriate language, with respect to the attribute selected. 2.02 Develop an understanding of the concept of time. (a) Tell time at the hour and half-hour. (b) Solve problems involving applications of time (clock and calendar).</p>	<p>(b) Temperature (Fahrenheit) 2.02 Tell time at the five-minute intervals.</p>
<p>GOAL 3: The learner will explore concepts of geometry. 3.01 Identify, build, draw, and name triangles, rectangles, and circles; identify, build, and name spheres and cubes. 3.02 Compare geometric shapes (identify likenesses and differences). 3.03 Model and use directional and positional vocabulary. 3.04 Complete simple spatial visualization tasks and puzzles.</p>	<p>GOAL 3: The learner will identify, describe, draw, and build basic geometric figures. 3.01 Identify, build, draw and name parallelograms, squares, trapezoids, and hexagons. 3.02 Identify, build, and name cylinders, cones, and rectangular prisms. 3.03 Compare and contrast geometric figures. 3.04 Solve problems involving spatial visualization.</p>	<p>GOAL 3: The learner will perform simple transformations. 3.01 Combine simple figures to create a given shape. 3.02 Describe the change in attributes as two- and three-dimensional figures are cut and rearranged. 3.03 Identify and make: (a) Symmetric figures. (b) Congruent figures.</p>
<p>GOAL 4: The learner will collect, organize and display data. 4.01 Collect and organize data as a group activity. 4.02 Display and describe data with concrete and pictorial graphs as a group activity</p>	<p>GOAL 4: The learner will understand and use data and simple probability concepts. 4.01 Collect, organize, describe and display data using line plots and tallies. 4.02 Describe events as certain, impossible, more likely or less likely to occur.</p>	<p>GOAL 4: The learner will understand and use data and simple probability concepts. 4.01 Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's). 4.02 Conduct simple probability experiments; describe the results and make predictions.</p>
<p>GOAL 5: The learner will model simple patterns and sort objects. 5.01 Sort and classify objects by one attribute. 5.02 Create and extend patterns with actions, words, and objects.</p>	<p>GOAL 5: The learner will demonstrate an understanding of classification and patterning. 5.01 Sort and classify objects by two attributes. 5.02 Use Venn diagrams to illustrate similarities and differences in two sets. 5.03 Create and extend patterns, identify the pattern unit, and translate into other forms.</p>	<p>GOAL 5: The learner will recognize and represent patterns and simple mathematical relationships. 5.01 Identify, describe, translate, and extend repeating and growing patterns. 5.02 Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities.</p>