

MIAMI-DADE COUNTY PUBLIC SCHOOLS
2018-2019 DISTRICT PACING GUIDE
YEAR-AT-A-GLANCE

Grade K Mathematics

COURSE CODE: 5012020B1

1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks																																																																																	
<p>I. Representing, Counting, and Writing Numbers 0 to 5 (Chapter 1) A. Modeling and Counting Numbers Up to 5 B. Writing Numbers Up to 5 C. Cardinality (Up to 5) D. Understand Zero E. Problem Solving</p> <p>II. Comparing Numbers to 5 (Chapter 2) A. Using matching strategies B. Using counting strategies</p> <p>III. Representing, Counting, and Writing Numbers 6 to 9 (Chapter 3) A. Modeling and Counting Numbers Up to 9 B. Writing Numbers Up to 9 C. Cardinality (Up to 9) D. Problem Solving</p> <p>IV. Representing & Comparing Numbers to 10 (Chapter 4) A. Modeling and Counting Numbers to 10 B. Writing Numbers to 10 C. Cardinality (Up to 10) D. Ordinal Numbers Up to 10 E. Comparing Numbers Up to 10 F. Solving Problems Involving Sets Up to 10 G. Using Matching Strategies H. Using Counting Strategies</p>	<p>V. Addition (Chapter 5) A. Addition Strategies B. Addition within 10 C. Using Addition Within 10 to Solve Problems</p> <p>VI. Subtraction (Chapter 6) A. Subtraction Strategies B. Subtraction within 10 C. Using Addition and Subtraction within 10 to Solve Problems</p> <p>VII. Representing, Counting, and Writing Numbers 16 to 19 (Chapter 7) A. Modeling and Counting Numbers from 11 to 19 B. Writing Numbers to 19 C. Cardinality (Up to 19) D. Place Value E. Solving Problems Involving Sets Up to 19</p> <p>VIII. Representing, Counting and Writing Numbers 20 and Beyond (Chapter 8) A. Modeling and Counting Numbers to 20 B. Writing Numbers to 20 C. Cardinality (Up to 20) D. Place Value E. Comparing Numbers to 20</p>	<p>VIII. Representing, Counting and Writing Numbers 20 and Beyond (Chapter 8)</p> <p>IX. Two-Dimensional Shapes (Chapter 9) A. Identifying and Describing Shapes B. Analyzing and Composing Shapes C. Identifying, Names, Describing, and Sorting Two-Dimensional Shapes D. Comparing and Analyzing Two-Dimensional Shapes</p> <p>X. Three-Dimensional Shapes (Chapter 10) A. Identifying and Describing Three-Dimensional Shapes B. Analyzing and Comparing Three-Dimensional Shapes C. Relative Positions D. Problem Solving E.</p> <p>XI. Measurement – Comparing and Ordering Objects by Length, Height, and Weight (Chapter 11) A. Describing Measurable Attributes B. Expressing the Length of an Object as a Whole Number in Length Units C. Comparing Objects Directly Using Attributes</p> <p>XII. Classifying and Sorting Data (Chapter 12) A. Classifying and Counting Objects B. Problem Solving C.</p> <p>XIII. SAT-10 Review</p>	<p>XIII. SAT-10 Review (Continued) SAT-10 ADMINISTRATION: 04-03-19 to 04-09-19</p> <p>XIV. More on Addition Strategies (GRP, 1-5) FIRST GRADE PREP A. Representing Addition and Subtraction B. Addition Strategies</p> <p>XV. Related Addition Equations (GRP, 6-13) A. Subtraction Strategies</p> <p>XVI. Composition of Numbers (GRP, 14-17) A. Counting Numbers Less Than 10 by ones B. Reading and Writing Numbers (i.e. from 20 to 50)</p> <p>XVII. Telling and Writing Time (GRP, 18-20) A. Writing the Numbers on the Clocks B. Using a Clock to Tell Time C. Writing numbers to show hours using a digital clock</p>																																																																																	
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Model Eliciting Activities (MEAs): STEM LESSONS

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<p>Topic I (Chapter 1 and Chapter 2) MAFS.K.CC.1.1 MAFS.K.C.C1.3 MAFS.K.CC.2.4a MAFS.K.CC.2.4.b</p> <ul style="list-style-type: none"> • Crazy Pizza • We Love Pets! <p>MAFS.K.CC.2.4c</p> <p>Topic II (Chapter 2) MAFS.K.CC.3.6</p> <ul style="list-style-type: none"> • Pineville Playground <p>Topic III (Chapter 3) MAFS.K.CC.1.3 MAFS.K.CC.2.4 (See Topic 1) MAFS.K.CC.2.5</p> <ul style="list-style-type: none"> • Hopping Hippo Needs Help! <p>Topic IV (Chapter 4) MAFS.K.CC.1.2</p> <ul style="list-style-type: none"> • Pineville Playground <p>MAFS.K.CC.1.3 MAFS.K.CC.2.4 (See Topic 1) MAFS.K.CC.2.5</p> <ul style="list-style-type: none"> • Bobbie Bear <p>MAFS.K.CC.3.6 M.K.CC.3.7</p>	<p>Topic (Chapter 5) MAFS.K.OA.1.1</p> <ul style="list-style-type: none"> • Spring Festival Flowers <p>MAFS.K.OA.1.2</p> <ul style="list-style-type: none"> • Help Pick Your Class Pet <p>MAFS.K.OA.1.4 MAFS.K.OA.1.5 MAFS.K.OA.1.a (See MAFS.K.OA.1.1)</p> <p>Topic VI (Chapter 6) MAFS.K.OA.1.1 MAFS.K.OA.1.2 MAFS.K.OA.1.5</p> <p>Topic VII (Chapter 7) MAFS.K.CC.1.3 MAFS.K.CC.2.4</p> <ul style="list-style-type: none"> • We Love Pets! • Hopping Hippo Needs Help! <p>MAFS.K.NBT.1.1 MAFS.CC.1.3 MAFS.K.CC.2.4</p> <ul style="list-style-type: none"> • Mountain Bicycles Inc. • Vegetables...in Cupcakes? <p>MAFS.K.NBT.1.1</p> <p>Topic VIII (Chapter 8) MAFS.K.CC.1.1 MAFS.K.CC.1.2 (See Topic 4) MAFS.K.CC.1.3 MAFS.K.CC.2.5 MAFS.K.CC.3.6 Sweetie Cake Pops! MAFS.K.NBT.1.1</p>	<p>Topic VIII (Chapter 8) MAFS.K.CC.1.1 MAFS.K.CC.1.2 (See Topic 4) MAFS.K.CC.1.3 MAFS.K.CC.2.5 MAFS.K.CC.3.6</p> <ul style="list-style-type: none"> • Sweetie Cake Pops! <p>MAFS.K.NBT.1.1</p> <p>Topic IX (Chapter 9) MAFS.K.G.1.2</p> <ul style="list-style-type: none"> • Desktop Display <p>MAFS.K.G.2.4 MAFS.K.G.2.6</p> <p>Topic X (Chapter 10) MAFS.K.G.1.1 MAFS.K.G.1.2</p> <ul style="list-style-type: none"> • Sorting Recycling • Sports Equipment Store <p>MAFS.K.G.2.4 MAFS.K.G.2.5</p> <p>Topic XI (Chapter 11) MAFS.K.MD.1.1 MAFS.K.MD.1.2</p> <ul style="list-style-type: none"> • Measuring Liquids • The Fire Wheels <p>MAFS.MD.1.a</p> <p>Topic XII (Chapter 12) MAFS.K.MD.2.3</p> <ul style="list-style-type: none"> • Moving on Up! <p>Topic XIII SAT-10 Review</p>	<p>Topic XIII SAT-10 Review (Continued)</p> <p style="text-align: center;">SAT-10 ADMINISTRATION 04-03-19 to 04-09-19</p> <p>Topic XIV Getting Ready for Grade 1 (GRP, 1-5)</p> <p><i>K Grade</i> MAFS.K.OA.1.1 <i>1st Grade Prep</i> MAFS.1.OA.3.6</p> <p>Topic XV: Getting Ready for Grade 1 (GRP, 6-13)</p> <p><i>K Grade</i> MAFS.K.OA.1.1 <i>1st Grade Prep</i> MAFS.1.OA.3.6</p> <p>Topic XVI: Getting Ready for Grade 1 (GRP, 14-17)</p> <p><i>K Grade</i> MAFS.K.CC.1.1 <i>1st Grade Prep</i> MAFS.1.NBT.1.1</p> <p>Topic XVII: Getting Ready for Grade 1 (GRP, 18-20)</p> <p><i>K Grade</i> MAFS.K.CC.1.3 <i>1st Grade Prep</i> MAFS.1.MD.2.3</p>																																																																																	
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MATHEMATICS FLORIDA STANDARDS (MAFS)	
MATHEMATICAL PRACTICES	
	DESCRIPTION
<p style="text-align: center;">MAFS.K12.MP.1</p> <p>Make sense of problems and persevere in solving them.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of a problem and looking for entry points to its solution. • Analyze givens, constraints, relationships, and goals. • Make conjectures about the form and meaning of the solution and plan a solution pathway. • Consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. • Monitor and evaluate their progress and change course if necessary. • Explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. • Check answers to problems using a different method, and continually ask, “Does this make sense?” • Identify correspondences between different approaches.
<p style="text-align: center;">MAFS.K12.MP.2</p> <p>Reason abstractly and quantitatively.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Make sense of quantities and their relationships in problem situations. • Decontextualize—to abstract a given situation and represent it symbolically. • Contextualize—to pause as needed during the manipulation process in order to probe into the referents for the symbols • Create a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them. • Know and be flexible using different properties of operations and objects.
<p style="text-align: center;">MAFS.K12.MP.3</p> <p>Construct viable arguments and critique the reasoning of others.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Analyze situations by breaking them into cases, and can recognize and use counterexamples. • Justify their conclusions, communicate them to others, and respond to the arguments of others. • Reason inductively about data, making plausible arguments that take into account the context from which the data arose. • Compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. • Determine domains to which an argument applies.
<p style="text-align: center;">MAFS.K12.MP.4</p> <p>Model with mathematics.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. <ul style="list-style-type: none"> ✓ In early grades, this might be as simple as writing an addition equation to describe a situation. ✓ In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. • Apply what they know and feel comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. • Identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. • Analyze relationships mathematically to draw conclusions. • Interpret mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
2018-2019 DISTRICT PACING GUIDE
YEAR-AT-A-GLANCE**

Grade K Mathematics

COURSE CODE: 5012020B1

MATHEMATICS FLORIDA STANDARDS (MAFS)	
MATHEMATICAL PRACTICES	
	DESCRIPTION
<p style="text-align: center;">MAFS.K12.MP.5</p> <p>Use appropriate tools strategically.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. • Make sound decisions about when each of the tools appropriate for their grade or course might be helpful, recognizing both the insight to be gained and their limitations. • Detect possible errors by strategically using estimation and other mathematical knowledge. • Know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. • Identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. • Use technological tools to explore and deepen their understanding of concepts
<p style="text-align: center;">MAFS.K12.MP.6</p> <p>Attend to precision.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Communicate precisely to others. • Use clear definitions in discussion with others and in their own reasoning. • State the meaning of the symbols they choose, including using the equal sign consistently and appropriately. • Be careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. • Calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.
<p style="text-align: center;">MAFS.K12.MP.7</p> <p>Look for and make use of structure.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Discern a pattern or structure. For example, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. • Recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. Step back for an overview and shift perspective. • See complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, students can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
<p style="text-align: center;">MAFS.K12.MP.8</p> <p>Look for and express regularity in repeated reasoning.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Notice if calculations are repeated, and look both for general methods and for shortcuts. <ul style="list-style-type: none"> ✓ Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. • Maintain oversight of the process, while attending to the details as they work to solve a problem. • Continually evaluate the reasonableness of their intermediate results.