KINDERGARTEN PACING GUIDE

TOPICS	STARTING	ENDING	STANDARDS
TOPIC 1 NUMBERS 0-5	9/8/20	9/29/20	MAFS.K.CC.1.3, MAFS.K.CC.2.4 (a,b), MAFS.K.CC.2.5
TOPIC 2 COMPARE NUMBERS 0-5	9/30/20	10/12/20	MAFS.K.CC.3.6, MAFS.K.CC.1.3, MAFS.K.CC.2.5
TOPIC 3 NUMBERS 6-10	10/13/20	10/30/20	MAFS.K.CC.1.3, MAFS.K.CC.2.5
TOPIC 4 COMPARE NUMBER 6-10	11/2/20	11/16/20	MAFS.K.CC.3.6, MAFS.K.CC.2.5, MAFS.K.CC.3.7
TOPIC 5 CLASSIFY AND COUNT DATA	11/17/20	12/2/20	MAFS.K.MD.2.3
TOPIC 6 UNDERSTAND ADDITION	12/3/20	12/18/20	MAFS.K.OA.1.1, MAFS.K.CC.1.3, MAFS.K.CC.2.5, MAFS.K.OA.1.2
TOPIC 7 UNDERSTAND SUBTRACTION	1/4/21	1/20/21	MAFS.K.OA.1.1, MAFS.K.CC.1.3, MAFS.K.CC.2.5, MAFS.K.OA.1.2
TOPIC 8 MORE ADDITION AND SUBTRACTION	1/21/21	2/10/21	MAFS.K.OA.1.1, MAFS.K.OA.1.5
TOPIC 9 COUNT NUMBERS TO 20	2/11/21	3/1/21	MAFS.K.CC.1.3, MAFS.K.CC.2.5
TOPIC 10 COMPOSE AND DECOMPOSE #11-20	3/2/21	3/16/21	MAFS.K.NBT.1.1, MAFS.K.CC.2.5
TOPIC 11 COUNT NUMBERS TO 100	3/17/21	4/7/21	MAFS.K.CC.1.1, MAFS.K.CC.1.2
TOPIC 12 IDENTIFY AND DESCRIBE SHAPES	4/8/21	4/22/21	MAFS.K.G.1.3, MAFS.K.G.1.2, MAFS.K.CC.1.1

TOPIC 13 ANALYZE, COMPARE, & CREATE SHAPES	4/23/21	5/10/21	MAFS.K.G.2.4, MAFS.K.CC.3.6, MAFS.K.G.2.5, MAFS.K.CC.2.5
TOPIC 14 DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES	5/11/21	5/24/21	MAFS.K.MD.1.2, MAFS.K.MD.1.1
TOPIC 15 STEP UP TO 1ST & PBL	Remaining Time		MAFS.1.OA.1.1, MAFS.1.OA.2.3, MAFS.1.OA.2.4, MAFS.1.OA.3.6, MAFS.1.NBT.1.1, MAFS.1.NBT.2.2, MAFS.1.NBT.3.5

KINDERGARTEN CONTENT FOCUS GUIDE

MAFS Major Cluster	Related *Envisions Florida Edition*	Resources/Projects
All Standards	**Baseline Assessment Performance Matters**	
MAFS.K.CC.1.3 **MAFS.K.CC.2.4** **(a,b)** **MAFS.K.CC.2.5**	**Topic 1: Numbers 0 to 5** **Focus Lessons/Must Do:** • 1-1 count 1, 2, and 3 • 1-2 recognize 1,2, and 3 in different arrangements • 1-3 read and write 1,2, and 3 • 1-4 count 4 and 5 • 1-5 recognize 4 and 5 in different arrangements	Understand Zero Number Lines Understand Zero

	• 1-6 read and write 4 and 5 • 1-7 identify the number 0 • 1-8 read and write 0 • 1-9 Numbers to 5 **May Do:** • 1-10 Construct arguments	3-Act Math: Set the Table
MAFS.K.CC.3.6 **MAFS.K.CC.1.3** **MAFS.K.CC.2.5**	**Topic 2: Compare Numbers 0 to 5** **Focus Lessons/Must Do:** • 2-1 equal groups • 2-2 greater than • 2-3 less than • 2-4 compare groups to 5 by counting • 2-5 model with math	Equal Groups Comparing Numbers Greater Than/Less Than/Equal to
MAFS.K.CC.1.3 **MAFS.K.CC.2.5**	**Topic 3: Numbers 6 to 10** **Focus Lessons/Must Do:** • 3-1 count 6 and 7 • 3-2 read, make, and write 6 and 7 • 3-3 count 8 and 9 • 3-4 read, make, and write 8 and 9 • 3-5 count 10 • 3-6 read, make, and write 10 • 3-7 count numbers to 10 **May Do:** • 3-8 look for and use structure	100 Days Missing Numbers Numbers to 100 3-Act Math: By the Handful
MAFS.K.CC.3.6 **MAFS.K.CC.2.5** **MAFS.K.CC.3.7**	**Topic 4: Compare Numbers 0 to 10** **Focus Lessons/Must Do:** • 4-1 compare groups to 10 • 4-2 compare numbers using numerals to 10 • 4-3 compare groups of 10 by counting	Flower STEM Activity Putting Numbers Together

	• 4-4 compare numbers to 10 **May Do:** • 4-5 repeated reasoning	
MAFS.K.MD.2.3	**Topic 5: Classify and Count Data** **Focus Lessons/Must Do:** • 5-1 classify objects into categories • 5-2 count the number of objects in each category • 5-3 sort the categories by counting **May Do:** • 5-4 critique reasoning	Class Pet STEM Activity Solve: Put Together 3-Act Math: Stripes and Solids
MAFS.K.OA.1.1 **MAFS.K.CC.1.3** **MAFS.K.CC.2.5** **MAFS.K.OA.1.2**	**Topic 6: Understand Addition** **Focus Lessons/Must Do:** • 6-1 explore addition • 6-2 represent addition as adding to… • 6-3 represent addition as putting together • 6-4 represent and explain addition with equations • 6-5 solve addition word problems: add to…. • 6-6 solve addition word problems: put together… • 6-7 use patterns to develop fluency in addition **May Do:** • 6-8 model with math	
MAFS.K.OA.1.1 **MAFS.K.CC.1.3** **MAFS.K.CC.2.5** **MAFS.K.OA.1.2**	**Topic 7: Understand Subtraction** **Focus Lessons/Must Do:** • 7-1 explore subtraction • 7-2 represent subtraction as taking apart • 7-3 represent subtraction as taking from • 7-4 represent and explain subtraction with equations • 7-5 solve subtraction word problems: taking from and apart	3-Act Math: Fruit Salad

	• 7-6 use patterns to develop fluency in subtraction **May Do:** • 7-7 use appropriate tools	
MAFS.K.OA.1.1 **MAFS.K.OA.1.5**	**Topic 8: More Addition and Subtraction** **Focus Lessons/Must Do:** • 8-1 word problems with both addends unknown: sums to 5 • 8-2 related facts • 8-4 fluently add and subtract to 5 • 8-5 word problems with both addends unknown: sums 6 and 7 • 8-6 word problems with both addends unknown: sums 8 and 9 • 8-7 ways to make 10 • 8-9 find the missing part of 10 **May Do:** • 8-3 reasoning • 8-8 word problems with both addends unknown: sums to 10 • 8-10 continue to find the missing part of 10	How Many Are Left Take Apart Take From
MAFS.K.CC.1.3 **MAFS.K.CC.2.5**	**Topic 9: Count Numbers to 20** **Focus Lessons/Must Do:** • 9-1 count, read and write 11 and 12 • 9-2 count, read and write 13, 14, and 15 • 9-3 count, read and write 16 and 17 • 9-4 count, read and write 18, 19, and 20 • 9-5 count forward from any number to 20 • 9-6 count to find how many **May Do:** • 9-7 reasoning	Compose and Decompose 3-Act Math: Fresh from the Farm
All Standards	**Mid-Year Assessment Performance Matters**	

MAFS.K.NBT.1.1 **MAFS.K.CC.2.5**	**Topic 10: Compose and Decompose Numbers 11 to 19** **Focus Lessons/Must Do:** • 10-1 make 11, 12, and 13 • 10-2 make 14, 15, and 16 • 10-3 make 17, 18, and 19 • 10-4 find parts of 11, 12, and 13 • 10-5 find parts of 14, 15, and 16 • 10-6 find parts of 17, 18, and 19 **May Do:** • 10-7 look for and use structure	Measurement Video Measurement Activities Fire Wheels STEM
MAFS.K.CC.1.1 **MAFS.K.CC.1.2**	**Topic 11: Count Numbers to 100** **Focus Lessons/Must Do:** • 11-1 count using patterns to 30 • 11-2 count by ones and tens to 50 • 11-3 count by tens to 100 • 11-4 count by ones to 100 **May Do:** • 11-5 look for and use structure	Sorting Venn Diagram Sorting Moving On Up STEM 3-Act Math: Stack Up
MAFS.K.G.1.3 **MAFS.K.G.1.2** **MAFS.K.CC.1.1**	**Topic 12: Identify and Describe Shapes** **Focus Lessons/Must Do:** • 12-1 two-dimensional and three-dimensional shapes • 12-2 circles and triangles • 12-3 squares and other rectangles • 12-4 hexagons • 12-5 solid figures **May Do:** • 12-6 describe shapes in the environment • 12-7 precision	Positions Vocabulary Positions Worksheets
MAFS.K.G.2.4	**Topic 13: Analyze, Compare and Create Shapes**	Display Desk STEM

MAFS.K.CC.3.6 **MAFS.K.G.2.5** **MAFS.K.CC.2.5**	**Focus Lessons/Must Do:** • 13-1 analyze and compare two-dimensional shapes • 13-2 analyze and compare three-dimensional shapes • 13-3 compare 2-D and 3-D shapes • 13-5 make 2-D shapes from other 2-D shapes • 13-6 build 2-D shapes • 13-7 build 3-D shapes May Do: • 13-4 make sense and persevere	Sport Equipment STEM 3D Shapes 3-Act Math: Placed Together
MAFS.K.MD.1.2 **MAFS.K.MD.1.1**	**Topic 14: Describe and Compare Measureable Attributes** **Focus Lessons/Must Do:** • 14-1 describe and compare by length and height • 14-2 describe and compare by capacity • 14-3 describe and compare by weight • 14-4 describe objects by measurable attributes • 14-5 measuring objects by length **May Do:** • 14-6 precision	Display Desk STEM Sport Equipment STEM 3D Shapes
All Standards	**End of Year Assessment Performance Matters**	

Mathematics Florida Standards (MAFS)
Grade K

Domain: COUNTING AND CARDINALITY	
Cluster 1: Know number names and the count sequence.	
STANDARD CODE	**STANDARD**
MAFS.K.CC.1.1	Count to 100 by ones and by tens. *Cognitive Complexity:* Level 1: Recall

MAFS.K.CC.1.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1). *Cognitive Complexity:* Level 1: Recall
MAFS.K.CC.1.3	Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). *Cognitive Complexity:* Level 1: Recall

Cluster 2: Count to tell th	**e number of objects.**
STANDARD CODE	**STANDARD**
MAFS.K.CC.2.4	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. *Cognitive Complexity:* Level 1: Recall
MAFS.K.CC.2.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. *Cognitive Complexity:* Level 1: Recall

Cluster 3: Compare numbers.	
STANDARD CODE	**STANDARD**
MAFS.K.CC.3.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
MAFS.K.CC.3.7	Compare two numbers between 1 and 10 presented as written numerals. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Domain: OPERATIONS AND ALGEBRAIC THINKING	
Cluster 1: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
STANDARD CODE	**STANDARD**
MAFS.K.OA.1.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

MAFS.K.OA.1.2	Solve addition and subtraction word problems[1], and add and subtract within 10, e.g., by using objects or drawings to represent the problem ([1]Students are not required to independently read the word problems.) *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
MAFS.K.OA.1.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
MAFS.K.OA.1.5	Fluently add and subtract within 5. *Cognitive Complexity:* Level 1: Recall
MAFS.K.OA.1.a	Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)

Domain: NUMBER AND OPERATIONS IN BASE TEN	
Cluster 1: Work with numbers 11–19 to gain foundations for place value.	
STANDARD CODE	**STANDARD**

MAFS.K.NBT.1.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Domain: MEASUREMENT AND DATA	
Cluster 1: Describe and compare measurable attributes.	
STANDARD CODE	**STANDARD**
MAFS.K.MD.1.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
MAFS.K.MD.1.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
MAFS.K.MD.1.a	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Cluster 2: Classify objects and count the number of objects in each category.	
STANDARD CODE	**STANDARD**
MAFS.K.MD.2.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Domain: GEOMETRY	
Cluster 1: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
STANDARD CODE	**STANDARD**

MAFS.K.G.1.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind, and next to.* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
MAFS.K.G.1.2	Correctly name shapes regardless of their orientations or overall size. *Cognitive Complexity:* Level 1: Recall
MAFS.K.G.1.3	Identify shapes as two-dimensional (lying in a plane, "flat") or threedimensional ("solid"). *Cognitive Complexity:* Level 1: Recall

Cluster 2: Analyze, compare, create, and compose shapes.	
STANDARD CODE	**STANDARD**
MAFS.K.G.2.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

MAFS.K.G.2.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
MAFS.K.G.2.6	Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts