

Grade K

Course Code: 5012020B1

2023-2024

Year at a Glance



Please use the code below to join the Elementary Math – Grade K Collaborative Schoology Group

(Do not share code with students)

B3N9-S5S5-F4S9Q

The Elementary Mathematics Department would like to thank the Elementary K – 5 Core Adoption Committee for their time and dedication in the selection of the newly adopted Big Ideas Learning Mathematics Series.

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

Grade K Mathematics

2023-2024

Course Code: 5012020B1

Florida's B.E.S.T. Standards Mathematics

First Nine Weeks

49 Days

August 17, 2023 – October 26, 2023

Topic I – Count and Write Numbers 0 to 5 08/17 – 09/01 (12 Days)		Topic II – Compare Numbers 0 to 5 09/05 – 09/14 (8 Days)	
Lessons	Benchmarks	Lessons	Benchmarks
<ul style="list-style-type: none"> • Lesson 1.1: Model and Count 1 and 2 • Lesson 1.2: Understand and Write 1 and 2 • Lesson 1.3: Model and Count 3 and 4 • Lesson 1.4: Understand and Write 3 and 4 • Lesson 1.5: Model and Count 5 • Lesson 1.6: Understand and Write 5 • Lesson 1.7: The Concept of Zero • Lesson 1.8: Count and Order Numbers to 5 	<ul style="list-style-type: none"> • MA.K.NSO.1.1 • MA.K.NSO.2.1 	<ul style="list-style-type: none"> • Lesson 2.1: Equal Groups • Lesson 2.2: Greater Than • Lesson 2.3: Less Than • Lesson 2.4: Compare Groups to 5 by Counting • Lesson 2.5: Compare Numbers to 5 	<ul style="list-style-type: none"> • MA.K.NSO.1.1 • MA.K.NSO.1.2 • MA.K.NSO.1.4
Topic III – Count and Write Numbers 6 to 10 09/15 – 10/04 (13 Days)		Topic IV – Compare Numbers to 10 10/05 – 10/13 (7 Days)	
Lessons	Benchmarks	Lessons	Benchmarks
<ul style="list-style-type: none"> • Lesson 3.1: Model and Count 6 • Lesson 3.2: Understand and Write 6 • Lesson 3.3: Model and Count 7 • Lesson 3.4: Understand and Write 7 • Lesson 3.5: Model and Count 8 • Lesson 3.6: Understand and Write 8 • Lesson 3.7: Model and Count 9 • Lesson 3.8: Understand and Write 9 • Lesson 3.9: Model and Count 10 • Lesson 3.10: Understand and Write 10 • Lesson 3.11: Count and Order Numbers to 10 	<ul style="list-style-type: none"> • MA.K.NSO.1.1 • MA.K.NSO.2.1 	<ul style="list-style-type: none"> • Lesson 4.1: Compare Groups to 10 by Matching • Lesson 4.2: Compare Groups to 10 by Counting • Lesson 4.3: Compare Numbers to 10 • Lesson 4.4: Classify Objects into Categories • Lesson 4.5: Classify and Compare by Counting 	<ul style="list-style-type: none"> • MA.K.NSO.1.1 • MA.K.NSO.1.2 • MA.K.NSO.1.4 • MA.K.DP.1.1

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Florida's B.E.S.T. Standards Mathematics

First Nine Weeks (Continued)

49 Days

August 17, 2023 – October 26, 2023

Topic V – Compose and Decompose Numbers to 10

10/16 – 10/26 (9 Days)

(Continued in Second Nine Weeks)

Lessons

Benchmarks

- Lesson 5.1: Partner Numbers to 5
- Lesson 5.2: Use Number Bonds to Represent Numbers to 5
- Lesson 5.3: Compose and Decompose 6
- Lesson 5.4: Compose and Decompose 7
- Lesson 5.5: Compose and Decompose 8
- Lesson 5.6: Compose and Decompose 9
- Lesson 5.7: Compose and Decompose 10
- Lesson 5.8: Compose and Decompose Using a Group of 5

- MA.K.NSO.3.1
- MA.K.AR.1.2

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Second Nine Weeks

41 Days

October 30, 2023 – January 18, 2024

Topic V – Compose and Decompose Numbers to 10 (Continued from First Nine Weeks)

10/30 – 10/31 (2 Days)

Topic VI – Add Numbers within 10

11/01 – 11/28 (14 Days)

Topic VII – Subtract Numbers within 10

11/29 – 12/15 (13 Days)

Lessons		Benchmarks	
<ul style="list-style-type: none"> • Lesson 6.1: Understand Addition • Lesson 6.2: Addition: Add To • Lesson 6.3: Addition: Put Together • Lesson 6.4: Addition: Partner Numbers • Lesson 6.5: Locate Numbers on a Number Line • Lesson 6.6: Addition: Count on • Lesson 6.7: Addition Number Patterns • Lesson 6.8: Practice Addition • Lesson 6.9: Use a Group of 5 to Add • Lesson 6.10: Add to Make 10 • Lesson 6.11: Problem Solving: Addition within 10 	<ul style="list-style-type: none"> • MA.K.NSO.2.3 • MA.K.NSO.3.1 • MA.K.NSO.3.2 • MA.K.AR.1.1 • MA.K.AR.1.2 • MA.K.AR.1.3 • MA.K.AR.2.1 	<ul style="list-style-type: none"> • Lesson 7.1: Understand Subtraction • Lesson 7.2: Subtraction: Take From • Lesson 7.3: Subtraction: Take Apart • Lesson 7.4: Subtraction: Count Back • Lesson 7.5: Subtraction Number Patterns • Lesson 7.6: Practice Subtraction • Lesson 7.7: Use a Group of 5 to Subtract • Lesson 7.8: Related Facts • Lesson 7.9: Problem Solving: Subtraction within 10 	<ul style="list-style-type: none"> • MA.K.NSO.3.1 • MA.K.NSO.3.2 • MA.K.AR.1.3 • MA.K.AR.2.1

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Florida's B.E.S.T. Standards Mathematics

Second Nine Weeks (Continued)

41 Days

October 30, 2023 – January 18, 2024

Topic VIII – Represent Numbers 11 to 19

12/18 – 01/18 (12 Days)

(Continued in Third Nine Weeks)

Lessons

Benchmarks

- Lesson 8.1: Identify Groups of 10
- Lesson 8.2: Count and Write 11 and 12
- Lesson 8.3: Understand 11 and 12
- Lesson 8.4: Count and Write 13 and 14
- Lesson 8.5: Understand 13 and 14
- Lesson 8.6: Count and Write 15
- Lesson 8.7: Understand 15
- Lesson 8.8: Count and Write 16 and 17
- Lesson 8.9: Understand 16 and 17
- Lesson 8.10: Count and Write 18 and 19
- Lesson 8.11: Understand 18 and 19

- MA.K.NSO.1.1
- MA.K.NSO.1.2
- MA.K.NSO.2.2
- MA.K.AR.2.1

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Florida's B.E.S.T. Standards Mathematics

**Third Nine Weeks
50 Days
January 22, 2024 – April 9, 2024**

**Topic VIII – Represent Numbers 11 to 19 (Continued from Second Nine Weeks)
01/22 – 01/23 (2 Days)**

**Topic IX – Count and Compare Numbers to 20
01/24 – 02/05 (9 Days)**

**Topic X – Count to 100
02/06 – 02/15 (8 Days)**

<i>Lessons</i>	<i>Benchmarks</i>	<i>Lessons</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> • Lesson 9.1: Model and Count 20 • Lesson 9.2: Count and Write 20 • Lesson 9.3: Count to Find How Many • Lesson 9.4: Count Forward and Backward • Lesson 9.5: Compare Numbers to 20 • Lesson 9.6: Compare Numbers to 20 Using a Number Line • Lesson 9.7: Identify Positions of Objects 	<ul style="list-style-type: none"> • MA.K.NSO.1.1 • MA.K.NSO.1.2 • MA.K.NSO.1.3 • MA.K.NSO.1.4 • MA.K.NSO.2.1 • MA.K.NSO.2.3 	<ul style="list-style-type: none"> • Lesson 10.1: Count to 30 by Ones • Lesson 10.2: Count to 50 by Ones • Lesson 10.3: Count to 100 by Ones • Lesson 10.4: Count to 100 by Tens • Lesson 10.5: Count by Tens and Ones • Lesson 10.6: Count by Tens from a Number 	<ul style="list-style-type: none"> • MA.K.NSO.2.1
Topic XI – Identify Two-Dimensional Shapes 02/16 – 02/29 (9 Days)		Topic XII – Identify Three-Dimensional Shapes and Positions 03/01 – 03/12 (8 Days)	
<i>Lessons</i>	<i>Benchmarks</i>	<i>Lessons</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> • Lesson 11.1: Describe Two-Dimensional Shapes • Lesson 11.2: Triangles • Lesson 11.3: Rectangles • Lesson 11.4: Squares • Lesson 11.5: Circles • Lesson 11.6: Join Two-Dimensional Shapes 	<ul style="list-style-type: none"> • MA.K.GR.1.1 • MA.K.GR.1.2 • MA.K.GR.1.4 • MA.K.GR.1.5 • MA.K.DP.1.1 	<ul style="list-style-type: none"> • Lesson 12.1: Two- and Three-Dimensional Shapes • Lesson 12.2: Describe Three-Dimensional Shapes • Lesson 12.3: Cubes and Spheres • Lesson 12.4: Cones and Cylinders • Lesson 12.5: Positions of Solids 	<ul style="list-style-type: none"> • MA.K.GR.1.1 • MA.K.GR.1.3 • MA.K.GR.1.4 • MA.K.DP.1.1

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**Third Nine Weeks (Continued)
50 Days
January 22, 2024 – April 9, 2024**

**Topic XIII – Measure and Compare Objects
03/13 – 04/04 (11 Days)**

**Topic XIV – F.A.S.T. Spiral Review
04/05 – 04/09 (3 Days)
F.A.S.T. Administration Date 05/15 – 05/31
(Continued in Fourth Nine Weeks)**

<i>Lessons</i>	<i>Benchmarks</i>	<i>Lessons</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> • Lesson 13.1: Compare Heights • Lesson 13.2: Compare Lengths • Lesson 13.3: Use Numbers to Compare Lengths • Lesson 13.4: Measure Lengths • Lesson 13.5: Compare Weights • Lesson 13.6: Use Numbers to Compare Weights • Lesson 13.7: Compare Volumes • Lesson 13.8: Compare Amounts of Volume 	<ul style="list-style-type: none"> • MA.K.M.1.1 • MA.K.M.1.2 • MA.K.M.1.3 	<p style="color: red;">During this time, it is recommended to use spiral review material to assist students with preparing for the Spring F.A.S.T. Assessment.</p>	

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Florida's B.E.S.T. Standards Mathematics

Fourth Nine Weeks

40 Days

April 11, 2024 – June 6, 2024

Topic XIV – F.A.S.T. Spiral Review (Continued from Third Nine Weeks)

04/11 – 04/12 (2 Days)

F.A.S.T. Administration Date 05/15 – 05/31

Topic XV – Addition and Subtraction Situations

04/15– 05/01 (13 Days)

Topic XVI – More Addition and Subtraction Situations

05/02 – 05/20 (13 Days)

Getting Ready for Grade 1

Getting Ready for Grade 1

Resources forthcoming and will address the 2023-2024 Grade K District Topic Assessment most deficient benchmarks. Additionally, Getting Ready for Grade 1 Resources will be provided for students needing enrichment.

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Topic XVII – Comparing Numbers

05/21 – 06/06 (12 Days)

Getting Ready for Grade 1

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Florida's B.E.S.T. Standards Mathematics

Mathematical Thinking and Reasoning

Description

MA.K12.MTR.1.1	MA.K12.MTR.2.1
Actively participate in effortful learning both individually and collectively.	Demonstrate understanding by representing problems in multiple ways.
<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. 	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1	
Complete tasks with mathematical fluency.	
<p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. 	

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Mathematical Thinking and Reasoning

Description

MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.	MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts.
<p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers. 	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1 Assess the reasonableness of solutions.	MA.K12.MTR.7.1 Apply mathematics to real-world contexts.
<p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications. 	<p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Provide opportunities for students to create models, both concrete and abstract, and perform investigations. Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.