

Instructional Guide

Grade Level _Kdg_ Subject _Math_ School System _Pickens_

School Year 2011-1012

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 ST -6 th Six Weeks		K.1.a Count in sequence by ones from 1 to 30.	Saxon Math-Lessons 5 7-9, 12, 13, 20, 30, 41, 44, 58, 61, 111 Meetings: 1-25 Mc/Graw/Hill-pgs: 4, 19-22, 25-26, 57-60, 63-66, 81-86, 89-90, 107-108 Extra Practice pgs. -60A, 60B Re-teach, peer tutors, reduce amount of work		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.12.b Categorize data on pictographs using real objects, symbolic representations, or pictorial representations. K.12.B.1 Describing collected data Examples: “We have more boys in our class than girls.” “Yellow is our least favorite color.”	Saxon Math: Lessons- 5, 6, 11, 22, 58, 82, 90, 107, 135 Activities: 6, 8, 26, 33, 35, 64 Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.6. Explain criteria used to sort objects. Examples: shape, size, color	Saxon Math: Lessons- 6, 16-17, 34, 43, 54, 58, 60, 113, 123 Activities: 6, 8-9, 13, 26, 42, 62 Mc/Graw/Hill pgs. 35-40 Flipchart pg. 113-114 Mountain Math Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.7. Create a repeating pattern using multiple representations. Examples: movement patterns—clap, stomp, stomp; clap, stomp, stomp color patterns—blue, red, red; blue, red, red shape patterns—□, △, △; □, △, △	Saxon Math: Lessons- 9, 21, 25-26, 32-35, 43, 52-55, 66, 70, 85, 88, 95, 101 Meetings: 1-25 Activities: 4, 10-11, 24, 31, 46-47, 49, 53-55 Mc/Graw/Hill pgs. 43-52 Flipchart 15-17 Math Songs Audio CD Extra Practice pg 44A, 44B Mountain Math Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.2.a Demonstrate concepts of number sense by using one-to-one correspondence.	Saxon Math: Lessons- 7-9, 13, 24, 40-42, 50-51, 58-59, 61, 71 Meetings: 1-25 Activities: 9, 17, 27 Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.2.c Demonstrate concepts of number sense by comparing sets of objects up to 10 using vocabulary term <i>most or least</i> .	<p>Saxon Math: Lessons- 5, 11, 22, 49, 58, 71, 73, 99, 102, 109 Meetings: 24-25 Activities: 26, 52, 56</p> <p>Vocabulary needs to be changed from greatest to more than.</p> <p>Re-teach, peer tutors, reduce amount of work.</p>		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.2.b Demonstrate concepts of number sense by comparing sets of objects up to 10 using vocabulary terms <i>more than</i> , <i>less than</i> .	Saxon Math: Lessons- 11, 22, 49, 58, 71,78, 98-99, 102 Activities: 26, 52, 56 Vocabulary needs to be changed from greatest to more than. Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.9 Describe spatial relationships of objects using positional terms. Examples: <i>inside, outside, above, below, between, on, over, under, near, far, beside, touching</i>	Saxon Math: Lessons- 12, 28, 37, 46, 48, 53-54, 59, 75, 80, 103 Meetings: 22-25 Ordinal positions need to be changed to vocabulary given in the examples of the standard. Re-teach, peer tutors, reduce amount of work. Vocabulary in the example of the standard is also taught in reading.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.1.B.3.a. Identifying numerals 0 through 20 in sequential order.	<p>Saxon Math: Lessons- 13, 21, 30, 35-39, 41, 48-49, 74-76, 94 98, 108, 111, 135 Meetings: 1-25 Activities: 7, 14-16, 36, 61</p> <p>Re-teach, peer tutors, reduce amount of work.</p>		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.1.B.2. Identifying the numeral that represents a given set of objects.	Saxon Math: Lessons 24, 40-42, 50-51, 58-59, 62, 67-69, 71, 81, 94, 117 Meetings: 11 Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.1.B.1 Identifying the quantity of a given set of objects from 0 to 20.	Saxon Math: Lessons- 24, 40-42, 50-51, 58-59, 62, 67-69, 71, 81, 94, 117 Meetings: 1-25 Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.1.B.3.a. Identifying numerals 0 through 20 in sequential order.	Saxon Math: Lessons- 13, 21, 30, 35-39, 41, 48-49, 74-76, 94 98, 108, 111, 135 Meetings: 1-25 Activities: 7, 14-16, 36, 61 Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.1.b .Count in sequence by ones backwards from 10 to 0.	Saxon Math-Lessons 36, 41, 109 Meeting 13 Mc/Graw/Hill- pgs. 65-66 Need to supply additional practice material. Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.2.d Demonstrate concepts of number sense by recognizing that the quantity remains the same when the spatial arrangement changes.	<p>Mc/Graw/Hill- Flipchart pg. 7 Math Songs Audio CD.</p> <p>Must find supplemental resources.</p> <p>Must find additional materials for instruction.</p> <p>Must find additional materials for instruction.</p> <p>Re-teach, peer tutors, reduce amount of work.</p>		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.8.c. Identify the (plane) shape circle K.8.B.1 Locating shapes in the environment K.8.B.2 Combining shapes to fill in the area of a given shape Example: covering a rectangle with two triangles	Saxon Math: Lessons- 10, 19, 23, 41, 54, 65 Meetings: 1-6 Mc/Graw/Hill pgs. 117-118 Flipchart pg. 37 Mountain Math Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.8.b. Identify the (plane) shape square K.8.B.1 Locating shapes in the environment K.8.B.2 Combining shapes to fill in the area of a given shape Example: covering a rectangle with two triangles	Saxon Math: Lessons- 10, 14, 31-32, 54, 56-57, 63, 85-86, 104-105, 108, 114 Meetings: 7- 8 Activities: 5, 30, 57, 59 Mc/Graw/Hill pgs. 117-118 Flipchart pg. 37 Mountain Math Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.8.d. Identify the (plane) shape triangle K.8.B.1 Locating shapes in the environment K.8.B.2 Combining shapes to fill in the area of a given shape Example: covering a rectangle with two triangles	Saxon Math: Lessons- 10, 14, 15, 29, 31-32, 43, 54, 56, 57, 79, 85-86, 104-105, 108, 114 Meetings: 9-10, 19 Activities: 5, 12, 30, 40, 57 Mc/Graw/Hill pgs. 117-118 Flipchart pg. 37 Mountain Math Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.8.a. Identify the (plane) shape rectangle K.8.B.1 Locating shapes in the environment 8.B.2 Combining shapes to fill in the area of a given shape Example: covering a rectangle with two triangles	Saxon Math: Lessons-10, 14, 19, 23, 43, 56-57, 85-86 Meetings: 16- 17, 23 Mc/Graw/Hill pgs. 117-118, Flipchart pg. 37 Mountain Math Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.8.e. Identify the (plane) shape hexagon K.8.B.1 Locating shapes in the environment K.8.B.2 Combining shapes to fill in the area of a given shape Example: covering a rectangle with two triangles	Saxon Math: Lessons- 15, 29, 63, 79, 101, 130 Meetings: 24-25 Activities: 5, 12, 40 Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.8.f Identify the (plane) shape trapezoid K.8.B.1 Locating shapes in the environment K.8.B.2 Combining shapes to fill in the area of a given shape Example: covering a rectangle with two triangles	Saxon Math: Lessons- 15, 29, 79, 104, 130 Meetings: 11-13 Activities: 5, 12, 40 Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.8.g. Identify the (plane) shape rhombus K.8.B.1 Locating shapes in the environment K.8.B.2 Combining shapes to fill in the area of a given shape Example: covering a rectangle with two triangles	Saxon Math: Lessons- 15, 29, 79, 104, 105, 108, 114, 129, 130 Meetings: 14-15 Activities: 5, 12, 40, 57, 59 Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		<p>K.2.B.1.a. Composing numbers 1 through 10 Examples: composing—recognizing that 4 and 1 is equal to 5</p> <p>K.3.a. .Demonstrate addition processes needed to solve single-digit problems using authentic situations.</p> <p>K.3.B.1.a. Illustrating conceptual understanding of joining sets using a variety of materials Example: <i>There are 2 girls and 3 boys sitting at the blue table. What is the total number of children sitting at the blue table? Answer: There are 5 children sitting at the blue table</i></p>	<p>Saxon Math: Lessons- 18, 27, 44, 73, 89, 109, 110, 119, 121, 126 Meetings: 24-25 Activity: 35 Mc/Graw/Hill: pgs. 155-156 Flipcharts 47-48 Math Songs audio CD</p> <p>Re-teach, peer tutors, reduce amount of work</p>		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.2.B.1.b. Decomposing numbers 1 through 10 Example decomposing—recognizing 5 as being represented by 2 and 3 K.3. b Demonstrate subtraction processes needed to solve single-digit problems using authentic situations K.3.B.1.b. Illustrating conceptual understanding of separating sets using a variety of materials Example <i>There are 6 birds on a tree. A squirrel chases 2 birds away. How many birds are left? Answer: There are 4 birds left on the tree</i>	Saxon Math: Lessons- 18, 27, 44, 89, 110, 127, 128, 109, 131-132 Meetings 24-25 Mc/Graw/Hill pgs- 171-172, 183-184 Flipchart pg. 50-51 Math Song Audio CD Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.4.a. Identify a penny by name.	Saxon Math: Lessons- 41, 44, 51, 59, 64, 110, 116-117 Meeting 11-15, 22-25 Activities: 20, 62 Mc/Graw/Hill pgs 131-132 Mountain Math Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.4.b. Identify a nickel by name.	Saxon Math: Lessons- 91-92, 94, 96, 101, 110, 116-117 Meetings: 20-25 Activities: 48, 50, 62, 64 Mc/Graw/Hill pgs. 133-134 Flipchart pg. 40 Mountain Math Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.4.c. Identify a dime by name.	Saxon Math: Lessons- 65, 67, 68, 81, 110, 116-117 Meeting: 16-19, 22-25 Activities: 32, 41, 62, 64 Mc/Graw/Hill pgs. 135-136 Flipchart pg. 41 Extra practice pg. 136A 136B Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.4.d. Identify a quarter by name.	Saxon Math: Lessons- 110, 113, 116, 117 Activities: 62, 64 Mountain Math Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.11.a Use vocabulary associated with the sequence of time related to clocks. Examples: sequence of time— <i>before, after, first, last, next</i> clocks— <i>hour, afternoon, evening</i>	Saxon Math: Lessons-45-47, 113, 124 Meetings: 17, 19, 21, 23, 25 Activity: 66 Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.11.b Use vocabulary associated with the sequence of time related to calendars. Examples: sequence of time— <i>before, after, first, last, next</i> calendars— <i>day, week, month, year, yesterday, today, tomorrow</i>	Saxon Math: Lessons- 82, 110, 135 Meetings: 1-25 Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.5. Recognize that a whole object can be divided into parts. K.5.B.1. Distinguishing parts of a whole as equal or not equal	Saxon Math: Lessons- 78, 79, 97, 102, 115, 134 Activities: 51, 67 Mc/Graw/Hill pgs. 123-124 Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.10.a Use vocabulary to compare length Example: length— <i>longer than, as long as, shorter than, as short as, taller than, as tall as</i>	Saxon Math: Lessons- 83-84, 87, 93, 106, 120, 126, 131, 133 Activities: 42-43, 45, 58, 68, 70 Mc/Graw/Hill pg. 93-96 Flipchart pg. 29 Math Songs Audio CD Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.10.b Use vocabulary to compare volume Example: volume— <i>holds more, holds less</i>	Saxon Math: Lessons- 77-78 Activity: 39 More practice needed for mastery. More materials needed for mastery. Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.10.c Use vocabulary to compare weight Example weight— <i>as light as, as heavy as, heavier than, lighter than</i>	Saxon Math: Lessons- 53, 57, 72 Activities: 23, 34 Mc/Graw/Hill pg 99-102 More practice materials needed. More materials needed for mastery. Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.8.h Identify (solid) figure sphere K.8.B.1 Locating shapes in the environment	Saxon Math: Lessons- 112, 130 Mc/Graw/Hill pgs. 125-126 Flipchart pg. 37 Math Song Audio CD Mountain Math More practice needed for mastery. More materials needed for mastery. Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.8.i. Identify (solid) figure cone K.8.B.1 Locating shapes in the environment	Saxon Math: Lessons- 123, 130 Mc/Graw/Hill pgs. 125-126 Flipchart pg. 37 Math Song Audio CD Mountain Math More practice needed for mastery. More practice needed for mastery. Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.8.j. Identify (solid) figure cylinder K.8.B.1 Locating shapes in the environment	Saxon Math: Lessons- 93, 130 Mc/Graw/Hill pgs. 125-126 Flipchart pg. 37 Math Song Audio CD Mountain Math More practice needed for mastery. More materials needed for mastery. Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.12.c Categorize data on “yes-no” charts using real objects, symbolic representations, or pictorial representations. K.12.B.1 Describing collected data Examples: “We have more boys in our class than girls.” “Yellow is our least favorite color.”	Saxon Math: Lesson 122 Teacher’s Helper “Independent Practice pg. 33-35 Enchanted Learning- Yes/No Diagram More instructional materials and supplies needed. More instructional and practice materials needed. More instructional materials and supplies needed. Re-teach, peer tutors, reduce amount of work.		

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st -6 th Six Weeks		K.12.a Categorize data on Venn diagrams using real objects, symbolic representations, or pictorial representations. K.12.B.1 Describing collected data Examples: “We have more boys in our class than girls.” “Yellow is our least favorite color.”	Mathway Grader 1-3 The Education Center The Mailbox Magazine-TEC3223 More instructional and practice materials needed. More instructional and practice materials needed. Need more opportunities in math to mastery skill. Re-teach, peer tutors, reduce amount of work. This concept is covered in reading material.		

