

Kindergarten Pacing Chart 2005-2006

The development of the 2005-06 Kindergarten Mathematics Pacing Chart was a collaborative effort of current Cambridge kindergarten teachers. As you use this pacing chart throughout the school year, please keep in mind that this is a work in progress. Please feel free to contact the Math Department with feedback. With your feedback, we can continue the process of developing a pacing and sequence of Kindergarten Investigations units that is balanced in content, aligned with the MA Math Curriculum Frameworks and grade level appropriate.

In the past, teachers have found it very difficult to teach all six units in the Kindergarten TERC curriculum. After reviewing each unit and comparing the investigations to the Massachusetts State Frameworks, we suggest teaching 5 units which are *Mathematical Thinking in Kindergarten, Pattern Trains and Hopscotch Trails, Collecting, Counting and Measuring, Making Shapes and Building Blocks, and How Many In All?* If time permits, the sixth unit, *Counting Ourselves and Others* should be added at the end of the year. The math concepts and frameworks in this unit are also represented in the other five units. Further, we believe that certain concepts like data collection and graphs are also supported in the Kindergarten science unit, *Myself and Others*.

We used the TERC guidelines for pacing of each unit and then used the greatest amount of time suggested by Investigations. Further, we embedded an extra week at the end of each unit to accommodate students who need extra instruction and support and those who need an additional challenge. The week was also added so that teachers can do adequate observations of children as they learn the math concepts. Finally, we tried to end and begin units so they fit in and around vacation and assessment schedules during the 2005-2006 school year.

2005-2006 PACING CHART FOR KINDERGARTEN

UNIT	Alignment with Math Frameworks	Number of Weeks	Supplements
<u>Mathematical Thinking at Kindergarten</u> (Introduction) Investigations 1-4	<u>Number Sense and Operations</u> K.N.1,2,8 <u>Measurement</u> K.M.1 <u>Data Analysis, Statistics and Probability</u> K.D.1	9/19-10/21/2005 (5 weeks)	
<u>Pattern Trains and Hopscotch Paths</u> (Exploring Pattern) Investigations 1-4	<u>Patterns, Relations and Algebra</u> K.P.1,2,3,4	10/24- 12/22/2005 (7 weeks)	
<u>Collecting, Counting, and Measuring</u> (Developing Number Sense) Investigations 1-6	<u>Number Sense and Operations</u> K.N.2,4,8 Measurement K.M.1,3 Data Analysis, Statistics and Probability K.D.1	1/3- 2/17/2006 (8 weeks)	K.N.3- teaching of ordinal numbers(first, second, third,etc) This can be accomplished through calendar routines, hopscotch paths, pattern block puzzles, and measurement activities. K.N.5 - concept of whole and half. This concept can be introduced at sna
<u>Making Shapes and Building Blocks</u> (Exploring Geometry) Investigations 1-5	<u>Geometry</u> K.G.1,2,3,4	2/27-4/13/2006 (7 weeks)	
<u>How Many in All?</u> (Counting and the Number System) Investigations 1-4	<u>Number Sense and Operations</u> K.N. 1,2,4,7 <u>Measurement</u> K.M. 1,2	4/24-5/26/2006 - (5 weeks)	
<u>Counting Ourselves and Others</u> (Exploring Data) Investigations 1-4	<u>Number Sense and Operations</u> K.N.1,2 <u>Data Analysis, Statistics and Probability</u> K.D.1	5/30-6/16/2006 (3 weeks)	K.N.6.-identifying U.S. coins. Some suggestions to include coins: dramatic play area, grocery store investigation in unit, Counting Ourselves and Others , activities in which students identify a penny, nickel and dime.