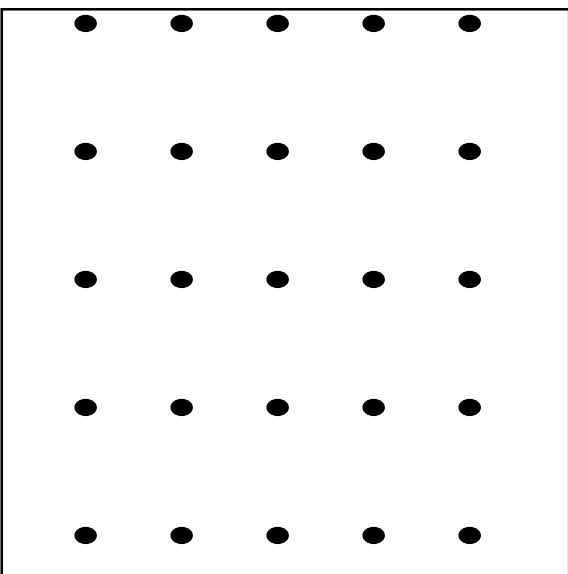
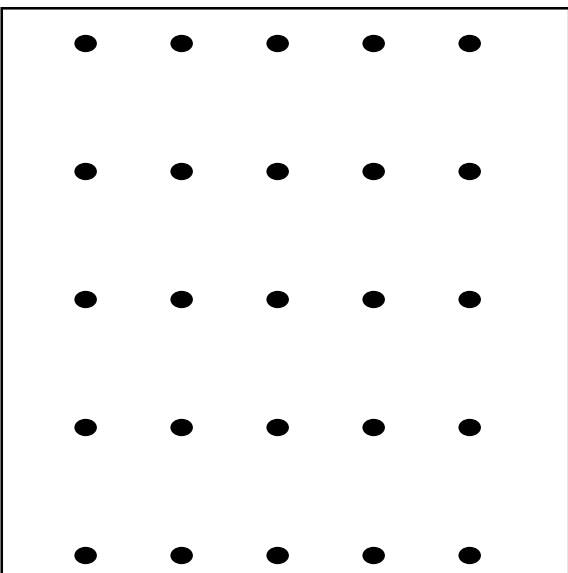
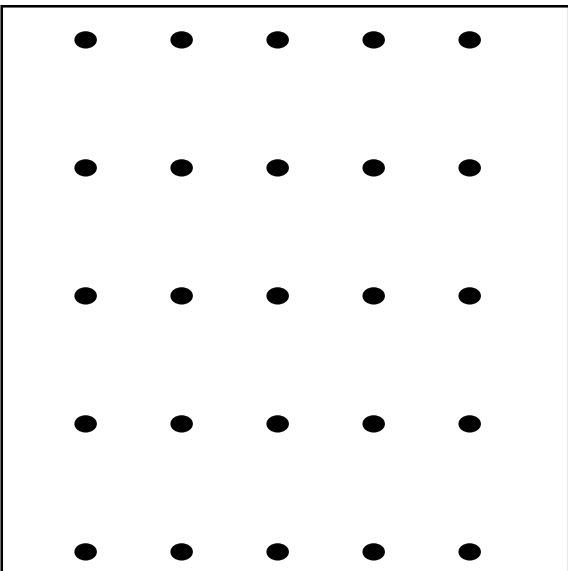
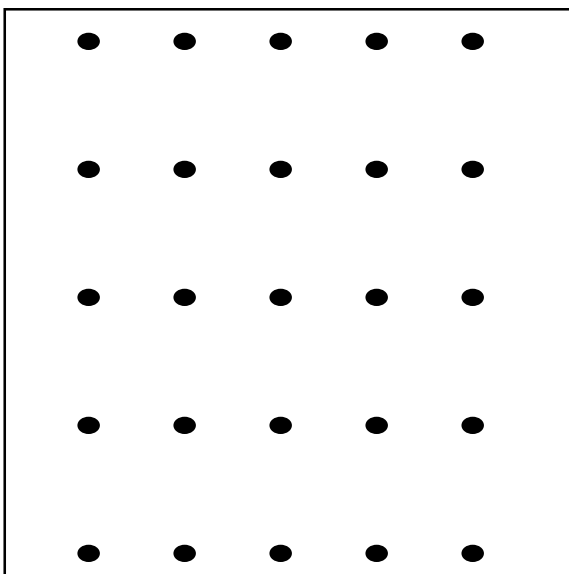
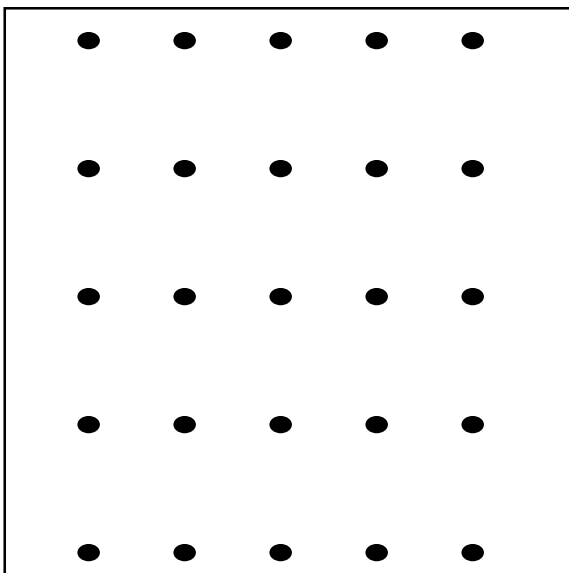
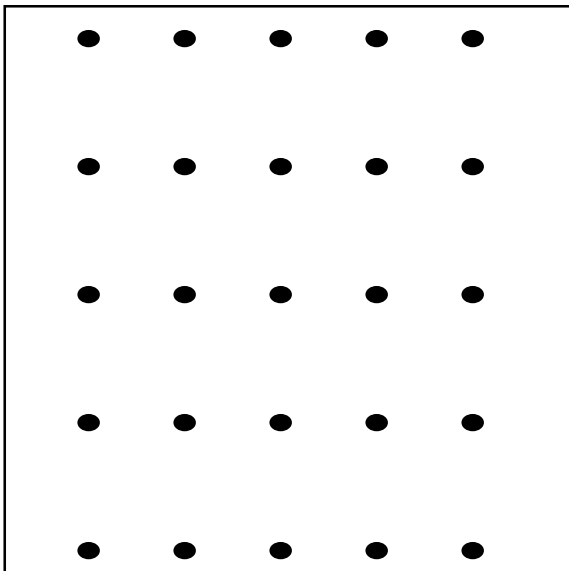


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M&M[®] Graph

blue brown green orange red yellow

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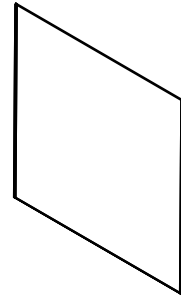
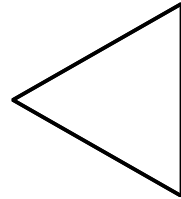
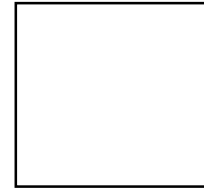
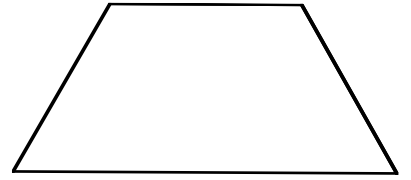
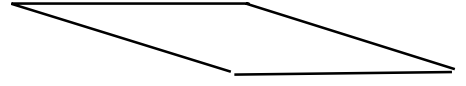
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red

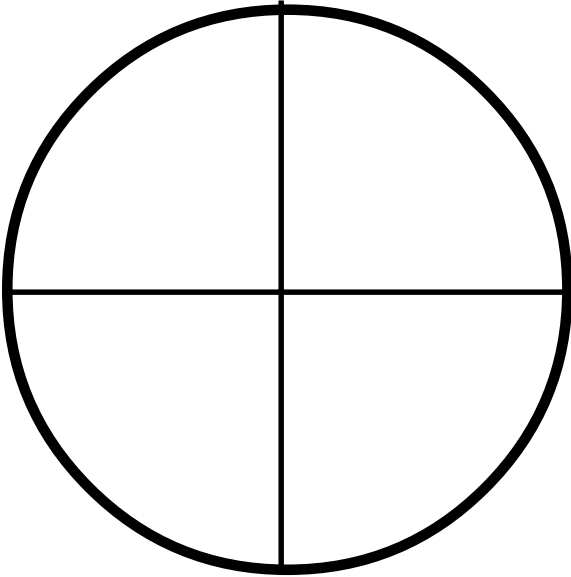
yellow

My Owl Pattern Blocks

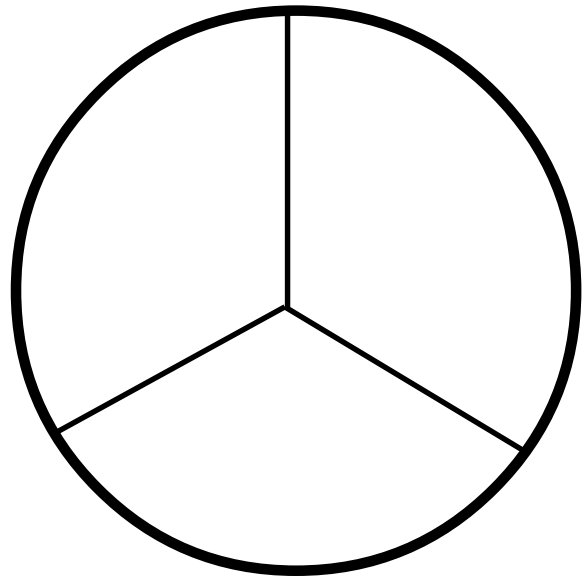
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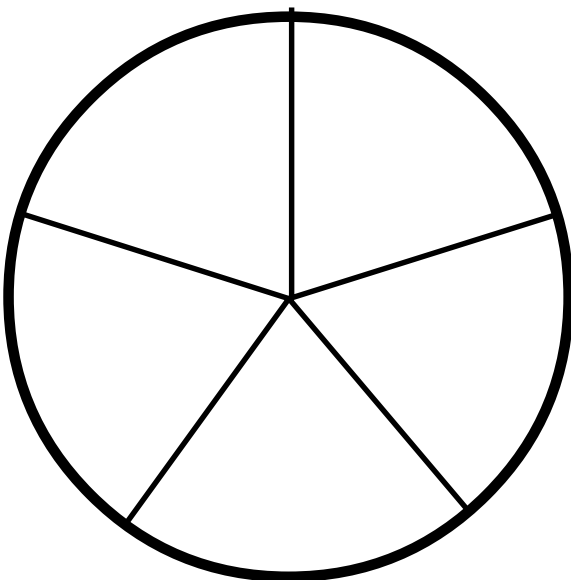
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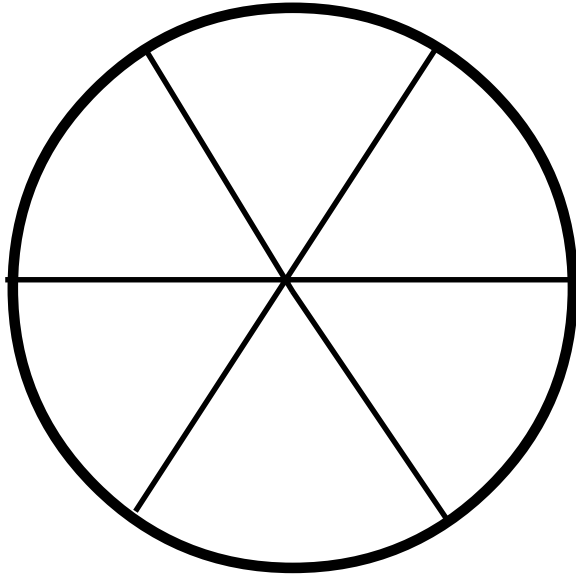
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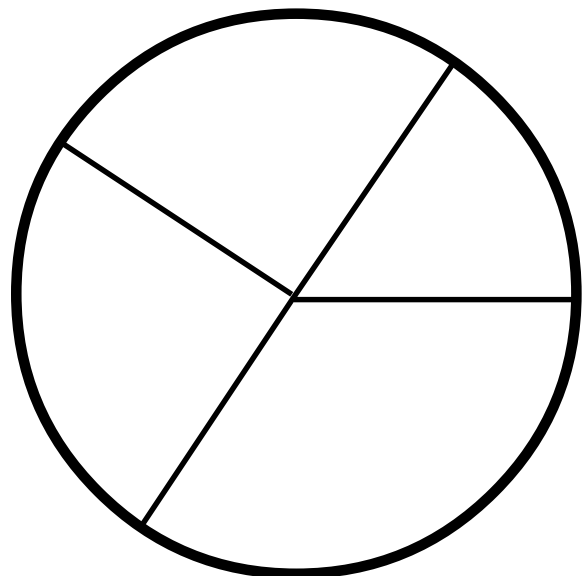
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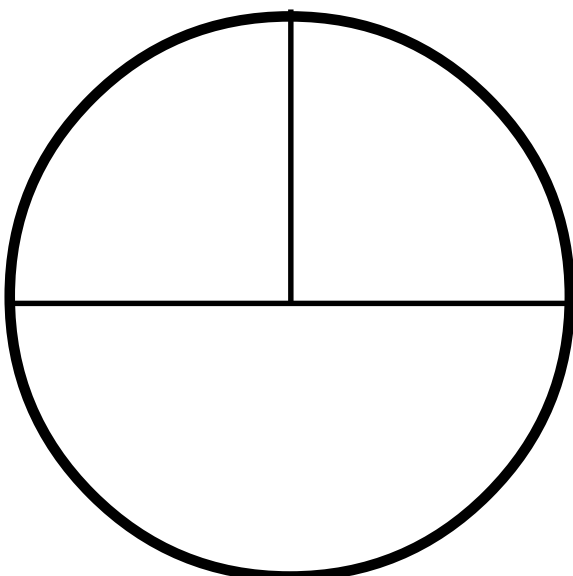
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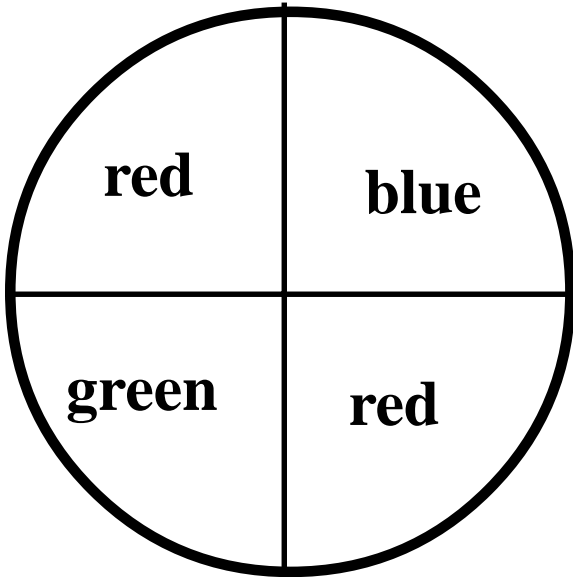
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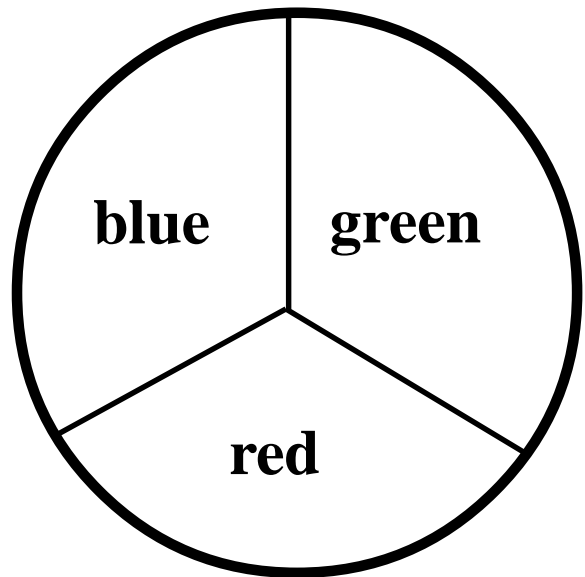
Spinner E



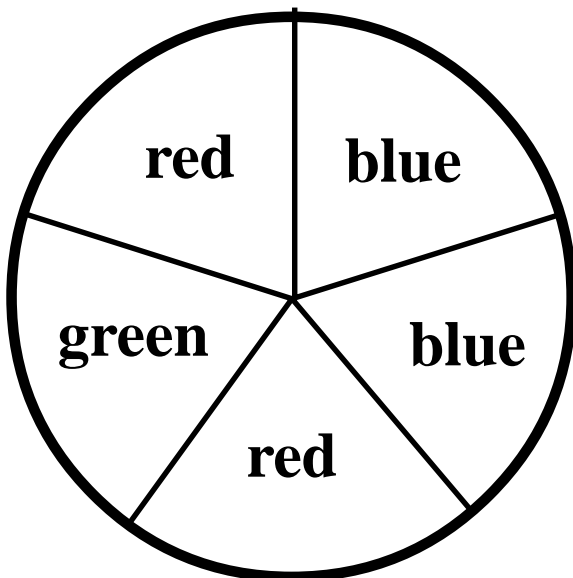
Spinner F



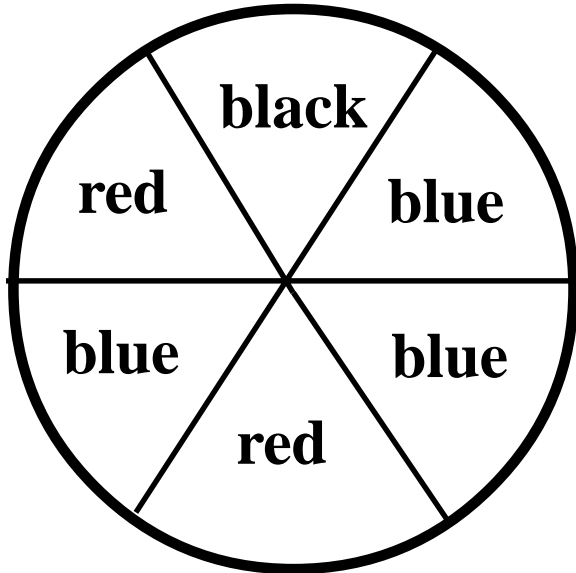
Spinner G



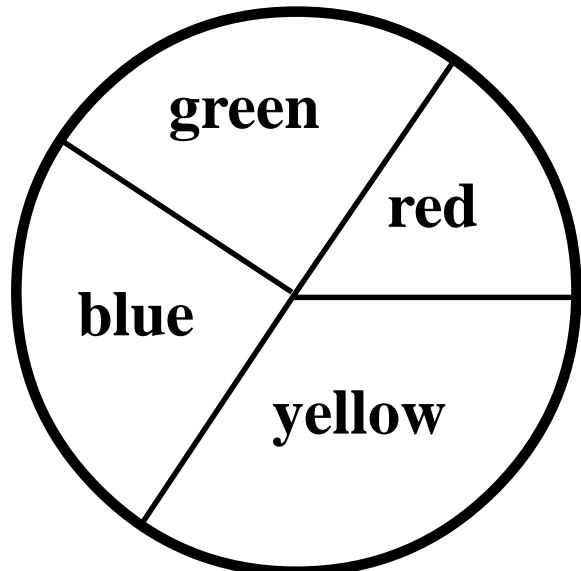
Spinner H



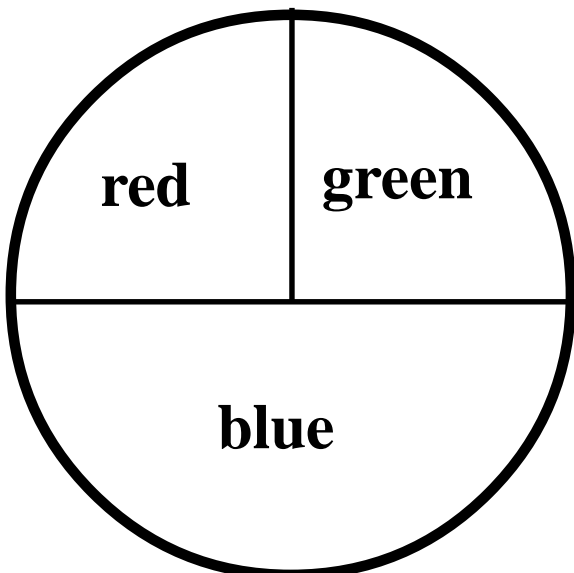
Spinner I



Spinner J



Spinner K



Spinner L

Sample Mathematics Pacing Guide – Grade One

Number and Operations

| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|-----------|-----------|-----------|-----------|
| 1.01 | 1.01 | 1.01 | 1.01 |
| 1.02 | 1.02 | 1.02 | 1.02 |
| 1.03 | 1.03 | 1.03 | 1.03 |
| 1.04 | 1.04 | 1.04 | 1.04 |

Measurement

| | | | |
|--|--|------|------|
| | | 2.01 | 2.02 |
|--|--|------|------|

Geometry

| | | | |
|--|----------------------|------|------------------------------|
| | 3.01 3.02 3.03 | 3.04 | 3.01 3.02 3.03 3.04 |
|--|----------------------|------|------------------------------|

Data Analysis and Probability

| | | | |
|--|------|------|--------------|
| | 4.01 | 4.01 | 4.01 4.02 |
|--|------|------|--------------|

Algebra

| | | | |
|------|----------------------|------|--------------|
| 5.03 | 5.01 5.02 5.03 | 5.03 | 5.01 5.03 |
|------|----------------------|------|--------------|

Kindergarten - Mathematics Standard Course of Study

| Number and Operations | Measurement | Geometry | Data Analysis and Probability | Algebra |
|---|--|---|---|---|
| 1.01 Develop number sense for whole numbers through 30. a) Connect model, number word (orally), and number, using a variety of representations. b) Count objects in a set. c) Read and write numerals. d) Compare and order sets and numbers. e) Use ordinals (1st-10th). f) Estimate quantities fewer than or equal to 10. g) Recognize equivalence in sets and numbers 1-10. 1.02 Share equally (divide) between two people; explain. 1.03 Solve problems and share solutions to problems in small groups. | 2.01 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture). 2.02 Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons). | 3.01 Identify, build, draw, and name triangles, rectangles, and circles; identify, build, and name spheres and cubes. 3.02 Compare geometric shapes (identify likenesses and differences). 3.03 Model and use directional and positional vocabulary. 3.04 Complete simple spatial visualization tasks and puzzles. | 4.01 Collect and organize data as a group activity. 4.02 Display and describe data with concrete and pictorial graphs as a group activity. | 5.01 Sort and classify objects by one attribute. 5.02 Create and extend patterns with actions, words, and objects. |

Grade One - Mathematics Standard Course of Study

| Number and Operations | Measurement | Geometry | Data Analysis and Probability | Algebra |
|--|--|---|---|---|
| <p>1.01 Develop number sense for whole numbers through 99.</p> <p>a) Connect the model, number word, and number using a variety of representations.</p> <p>b) Use efficient strategies to count the number of objects in a set.</p> <p>c) Read and write numbers.</p> <p>d) Compare and order sets and numbers.</p> <p>e) Build understanding of place value (ones, tens).</p> <p>f) Estimate quantities fewer than or equal to 100.</p> <p>g) Recognize equivalence in sets and numbers 1-99.</p> <p>1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.</p> <p>1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.</p> <p>1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).</p> | <p>2.01 For given objects:</p> <p>a) Select an attribute (length, capacity, mass) to measure (use non-standard units).</p> <p>b) Develop strategies to estimate size.</p> <p>c) Compare, using appropriate language, with respect to the attribute selected.</p> <p>2.02 Develop an understanding of the concept of time.</p> <p>a) Tell time at the hour and half-hour.</p> <p>b) Solve problems involving applications of time (clock and calendar).</p> | <p>3.01 Identify, build, draw and name parallelograms, squares, trapezoids, and hexagons.</p> <p>3.02 Identify, build, and name cylinders, cones, and rectangular prisms.</p> <p>3.03 Compare and contrast geometric figures.</p> <p>3.04 Solve problems involving spatial visualization.</p> | <p>4.01 Collect, organize, describe and display data using line plots and tallies.</p> <p>4.02 Describe events as certain, impossible, more likely or less likely to occur.</p> | <p>5.01 Sort and classify objects by two attributes.</p> <p>5.02 Use Venn diagrams to illustrate similarities and differences in two sets.</p> <p>5.03 Create and extend patterns, identify the pattern unit, and translate into other forms.</p> |

Grade Two - Mathematics Standard Course of Study

| Number and Operations | Measurement | Geometry | Data Analysis and Probability | Algebra |
|--|--|--|---|--|
| <p>1.01 Develop number sense for whole numbers through 999.</p> <p>a) Connect model, number word, and number using a variety of representations.</p> <p>b) Read and write numbers.</p> <p>c) Compare and order.</p> <p>d) Rename.</p> <p>e) Estimate.</p> <p>f) Use a variety of models to build understanding of place value (ones, tens, hundreds).</p> <p>1.02 Use area or region models and set models of fractions to explore part-whole relationships in contexts.</p> <p>a) Represent fractions (halves, thirds, fourths) concretely and symbolically.</p> <p>b) Compare fractions (halves, thirds, fourths) using models.</p> <p>c) Make different representations of the same fraction.</p> <p>d) Combine fractions to describe parts of a whole.</p> <p>1.03 Create, model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form).</p> <p>1.04 Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.</p> <p>a) Strategies for adding and subtracting numbers.</p> <p>b) Estimation of sums and differences in appropriate situations.</p> <p>c) Relationships between operations.</p> <p>1.05 Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds.</p> <p>1.06 Define and recognize odd and even numbers.</p> | <p>2.01 Estimate and measure using appropriate units.</p> <p>a) Length (meters, centimeters, feet, inches, yards).</p> <p>b) Temperature (Fahrenheit).</p> <p>2.02 Tell time at the five-minute intervals.</p> | <p>3.01 Combine simple figures to create a given shape.</p> <p>3.02 Describe the change in attributes as two- and three-dimensional figures are cut and rearranged.</p> <p>3.03 Identify and make:</p> <p>a) Symmetric figures.</p> <p>b) Congruent figures.</p> | <p>4.01 Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's).</p> <p>4.02 Conduct simple probability experiments; describe the results and make predictions.</p> | <p>5.01 Identify, describe, translate, and extend repeating and growing patterns.</p> <p>5.02 Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities.</p> |

