



# Pacing Guide

**Kindergarten  
First Quarter**

# Mathematics

## Introduction to the New Math Pacing Guide

- Incorporate the enclosed research based instructional practices
- Introduce 9-week content skills according to the guide
- Once a skill is mastered continue to practice it
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills may be introduced earlier than listed but not later and may be assessed at any point after introduction.
- Compare your current pace to the guide and adjust accordingly.
- Work in your PLC to become familiar with the sequence of grades above and below you.
- The website [www.corestandards.org](http://www.corestandards.org) may be used to find more information and better understand Common Core State Standards



Mathematical Practices	Research-based Instructional Practices
<ul style="list-style-type: none"> <li><input type="checkbox"/> Make sense of problems and persevere in solving them.</li> <li><input type="checkbox"/> Reason abstractly and quantitatively.</li> <li><input type="checkbox"/> Construct viable arguments and critique the reasoning of others.</li> <li><input type="checkbox"/> Model with mathematics.</li> <li><input type="checkbox"/> Use appropriate tools strategically.</li> <li><input type="checkbox"/> Attend to precision.</li> <li><input type="checkbox"/> Look for and make use of structure.</li> <li><input type="checkbox"/> Look for and express regularity in repeated reasoning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Give students access to a variety of activity settings such as individual, teacher-led small group, whole group, student group work, and choice.</li> <li><input type="checkbox"/> Encourage meaningful peer interactions and promote peer conversations. Avoid dominating classroom conversations by maintaining a balance of teacher and student talk.</li> <li><input type="checkbox"/> Provide opportunities for students to make predictions and brainstorm consequences. Encourage them to discover and evaluate their own answers.</li> <li><input type="checkbox"/> Help students monitor their own thinking by showing them how you approach a problem and the questions you ask yourself to monitor your own thinking process. Think out loud.</li> <li><input type="checkbox"/> Help students explain, justify, or demonstrate their own learning by offering opportunities to reflect on, plan, and share their thinking.</li> <li><input type="checkbox"/> Use scaffolded instruction to asking open-ended questions, engage in feedback loops, and probe deeply into students thinking and understanding. Balance with didactic instruction.</li> <li><input type="checkbox"/> Provide needed practice and repetition, models, demonstrations, information and guidance using didactic instruction.</li> </ul>
Prerequisites	
Empty space for prerequisites	

Kindergarten		Mathematics			First Quarter
Counting & Cardinality		Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry
<p><b>CC.K.1</b>  <input type="checkbox"/> I CAN count by 1's and 10's to 20.</p> <p><b>CC.K.3</b>  <input type="checkbox"/> I CAN write numbers from 0 to 10.</p> <p><b>CC.K.4</b>  <input type="checkbox"/> I CAN say the number as I count each object up to 9.  <input type="checkbox"/> I CAN tell that the last number I said tells how many objects I counted.  <input type="checkbox"/> I CAN count up to 8 objects and tell what one more is without recounting.</p> <p><b>CC.K.5</b>  <input type="checkbox"/> I CAN show and count up to 9 objects presented in any arrangement.</p> <p><b>CC.K.6</b>  <input type="checkbox"/> I CAN identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 9.</p> <p><b>CC.K.7</b>  <input type="checkbox"/> I CAN compare two numbers from 1 to 9 and tell which is greater, which is less, or if they are equal.</p>		<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>
Vocabulary					
Count	Object(s)				
Equal	Ones				
Bigger	One, two, three, four, five,				
Smaller	six, seven, eight, nine				
More	Order				
Fewer	Set				
How many	Tens				
First	Greater than				
Last	Less than				
Count on	Pairs				
Forward	Zero				
Number	Compare				
Numeral	Same number				



# Pacing Guide

**Kindergarten  
Second Quarter**

# Mathematics

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Mathematical Practices	Research-based Instructional Practices
<ul style="list-style-type: none"> <li><input type="checkbox"/> Make sense of problems and persevere in solving them.</li> <li><input type="checkbox"/> Reason abstractly and quantitatively.</li> <li><input type="checkbox"/> Construct viable arguments and critique the reasoning of others.</li> <li><input type="checkbox"/> Model with mathematics.</li> <li><input type="checkbox"/> Use appropriate tools strategically.</li> <li><input type="checkbox"/> Attend to precision.</li> <li><input type="checkbox"/> Look for and make use of structure.</li> <li><input type="checkbox"/> Look for and express regularity in repeated reasoning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Give students access to a variety of activity settings such as individual, teacher-led small group, whole group, student group work, and choice.</li> <li><input type="checkbox"/> Encourage meaningful peer interactions and promote peer conversations. Avoid dominating classroom conversations by maintaining a balance of teacher and student talk.</li> <li><input type="checkbox"/> Provide opportunities for students to make predictions and brainstorm consequences. Encourage them to discover and evaluate their own answers.</li> <li><input type="checkbox"/> Help students monitor their own thinking by showing them how you approach a problem and the questions you ask yourself to monitor your own thinking process. Think out loud.</li> <li><input type="checkbox"/> Help students explain, justify, or demonstrate their own learning by offering opportunities to reflect on, plan, and share their thinking.</li> <li><input type="checkbox"/> Use scaffolded instruction to asking open-ended questions, engage in feedback loops, and probe deeply into students thinking and understanding. Balance with didactic instruction.</li> <li><input type="checkbox"/> Provide needed practice and repetition, models, demonstrations, information and guidance using didactic instruction.</li> </ul>
Prerequisites	

Counting & Cardinality	Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry
<p><b>CC.K.1</b>  <input type="checkbox"/> I CAN count by 1's and 10's to 50.</p> <p><b>CC.K.2</b>  <input type="checkbox"/> I CAN count by 1's within 20 when given a starting number.</p> <p><b>CC.K.3</b>  <input type="checkbox"/> I CAN write a number to show how many are in a group up to 10.</p> <p><b>CC.K.4</b>  <input type="checkbox"/> I CAN say the number as I count each object up to 10.  <input type="checkbox"/> I CAN count up to 9 objects and tell what one more is without recounting.</p> <p><b>CC.K.5</b>  <input type="checkbox"/> I CAN show and count up to 10 objects presented in any arrangement.</p> <p><b>CC.K.6</b>  <input type="checkbox"/> I CAN identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10.</p> <p><b>CC.K.7</b>  <input type="checkbox"/> I CAN compare two numbers from 1 to 10 and tell which is greater, which is less, or if they are equal.</p>	<p><b>OA.K.1</b>  <input type="checkbox"/> I CAN show simple addition and subtraction problems with objects, drawings, and numbers within 10.</p> <p><b>OA.K.2</b>  <input type="checkbox"/> I CAN solve addition and subtraction problems within 10 using objects or drawings.</p> <p><b>OA.K.3</b>  <input type="checkbox"/> I CAN show different ways to make numbers up to 10 and record my answer.</p> <p><b>OA.K.4</b>  <input type="checkbox"/> I CAN figure out how many to add to a number to make 10 and record my answer.</p> <p><b>OA.K.5</b>  <input type="checkbox"/> I CAN add numbers up to 5 without counting.  <input type="checkbox"/> I CAN subtract numbers within 5 without counting.</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>		<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>
Vocabulary				
<p>Continue from previous quarter.</p>	<p>Continue from previous quarter.</p> <p>Add            Addition            Subtraction            Putting Together            Adding To            Taking Apart            Taking From            Plus Sign (+)            Minus Sign (-)            Equal Sign (=)            Equation            Five Frame</p>			



# Pacing Guide

**Kindergarten  
Third Quarter**

# Mathematics

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- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
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Mathematical Practices	Research-based Instructional Practices
<ul style="list-style-type: none"> <li><input type="checkbox"/> Make sense of problems and persevere in solving them.</li> <li><input type="checkbox"/> Reason abstractly and quantitatively.</li> <li><input type="checkbox"/> Construct viable arguments and critique the reasoning of others.</li> <li><input type="checkbox"/> Model with mathematics.</li> <li><input type="checkbox"/> Use appropriate tools strategically.</li> <li><input type="checkbox"/> Attend to precision.</li> <li><input type="checkbox"/> Look for and make use of structure.</li> <li><input type="checkbox"/> Look for and express regularity in repeated reasoning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Give students access to a variety of activity settings such as individual, teacher-led small group, whole group, student group work, and choice.</li> <li><input type="checkbox"/> Encourage meaningful peer interactions and promote peer conversations. Avoid dominating classroom conversations by maintaining a balance of teacher and student talk.</li> <li><input type="checkbox"/> Provide opportunities for students to make predictions and brainstorm consequences. Encourage them to discover and evaluate their own answers.</li> <li><input type="checkbox"/> Help students monitor their own thinking by showing them how you approach a problem and the questions you ask yourself to monitor your own thinking process. Think out loud.</li> <li><input type="checkbox"/> Help students explain, justify, or demonstrate their own learning by offering opportunities to reflect on, plan, and share their thinking.</li> <li><input type="checkbox"/> Use scaffolded instruction to asking open-ended questions, engage in feedback loops, and probe deeply into students thinking and understanding. Balance with didactic instruction.</li> <li><input type="checkbox"/> Provide needed practice and repetition, models, demonstrations, information and guidance using didactic instruction.</li> </ul>
Prerequisites	

Counting & Cardinality	Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry
<p><b>CC.K.1</b>  <input type="checkbox"/> I CAN count by 1's and 10's to 100.</p> <p><b>CC.K.2</b>  <input type="checkbox"/> I CAN count by 1's within 50 when given a starting number.</p> <p><b>CC.K.3</b>  <input type="checkbox"/> I CAN write numbers from 0 to 20.  <input type="checkbox"/> I CAN write a number to show how many are in a group up to 20.</p> <p><b>CC.K.4</b>  <input type="checkbox"/> I CAN say the number as I count each object up to 20.  <input type="checkbox"/> I CAN count up to 19 objects and tell what one more is without recounting.</p> <p><b>CC.K.5</b>  <input type="checkbox"/> I CAN show and count up to 20 objects.</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><b>NTB.K.1</b>  <input type="checkbox"/> I CAN show teen numbers as 10 and some ones.</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><b>G.K.1</b>  <input type="checkbox"/> I CAN name two-dimensional shapes.</p> <p><b>G.K.2</b>  <input type="checkbox"/> I CAN name shapes regardless of size or direction.</p> <p><b>G.K.5</b>  <input type="checkbox"/> I CAN put simple shapes together to make new shapes.</p>
<b>Vocabulary</b>				
<p>Continue from previous quarter.</p> <p>Eleven                      Twelve                      Thirteen                      Fourteen                      Fifteen                      Sixteen                      Seventeen                      Eighteen                      Nineteen                      Twenty                      Fifty                      One Hundred                      Tens</p>		<p>Teen Numbers                      Compose</p>		<p>Shape                      Two-dimensional (flat)      Curve                      Circle                              Side                      Corners                              Vertex                      Square                                Vertices                      Triangle                              Alike                      Rectangle                            Different                      Hexagon                                Attributes</p> <p>Continue from previous quarters.</p>



# Pacing Guide

Kindergarten  
Fourth Quarter

# Mathematics

## Introduction to the New Math Pacing Guide

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Mathematical Practices	Research-based Instructional Practices
<ul style="list-style-type: none"> <li>□ Make sense of problems and persevere in solving them.</li> <li>□ Reason abstractly and quantitatively.</li> <li>□ Construct viable arguments and critique the reasoning of others.</li> <li>□ Model with mathematics.</li> <li>□ Use appropriate tools strategically.</li> <li>□ Attend to precision.</li> <li>□ Look for and make use of structure.</li> <li>□ Look for and express regularity in repeated reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>□ Give students access to a variety of activity settings such as individual, teacher-led small group, whole group, student group work, and choice.</li> <li>□ Encourage meaningful peer interactions and promote peer conversations. Avoid dominating classroom conversations by maintaining a balance of teacher and student talk.</li> <li>□ Provide opportunities for students to make predictions and brainstorm consequences. Encourage them to discover and evaluate their own answers.</li> <li>□ Help students monitor their own thinking by showing them how you approach a problem and the questions you ask yourself to monitor your own thinking process. Think out loud.</li> <li>□ Help students explain, justify, or demonstrate their own learning by offering opportunities to reflect on, plan, and share their thinking.</li> <li>□ Use scaffolded instruction to asking open-ended questions, engage in feedback loops, and probe deeply into students thinking and understanding. Balance with didactic instruction.</li> <li>□ Provide needed practice and repetition, models, demonstrations, information and guidance using didactic instruction.</li> </ul>
Prerequisites	

Counting & Cardinality	Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry																																																		
<p><b>CC.K.2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I CAN count by 1's within 100 when given a starting number.</li> </ul>	<p><b>OA.K.2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I CAN solve addition and subtraction word problems within 10 using objects or drawings.</li> </ul> <p><b>OA.K.3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I CAN show different ways to make numbers up to 10 and record my answer.</li> </ul> <p><b>OA.K.4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I CAN figure out how many to add to a number to make 10 and record my answer.</li> </ul>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><b>MD.K.1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I CAN tell how an object can be measured.</li> <li><input type="checkbox"/> I CAN describe an object by its attributes.</li> </ul> <p><b>MD.K.2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I CAN compare the common attributes of 2 objects and describe the difference.</li> </ul> <p><b>MD.K.3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I CAN sort the categories by count.</li> <li><input type="checkbox"/> I CAN sort objects in more than one way and count how many objects are in each group up to 10.</li> </ul>	<p><b>G.K.1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I CAN name the shape of three-dimensional objects.</li> <li><input type="checkbox"/> I CAN use positional words to tell where an object is located.</li> </ul> <p><b>G.K.3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I CAN identify shapes as two-dimensional or three-dimensional.</li> </ul> <p><b>G.K.4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I CAN compare shapes by describing their attributes.</li> </ul> <p><b>G.K.5</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I CAN build models and draw shapes.</li> </ul>																																																		
<b>Vocabulary</b>																																																						
Continue from previous quarters.			<table border="0"> <tr> <td>Measurement</td> <td>Category</td> </tr> <tr> <td>Shorter</td> <td>Group</td> </tr> <tr> <td>Longer</td> <td>Classify</td> </tr> <tr> <td>Taller</td> <td>Size</td> </tr> <tr> <td>Wider</td> <td>Graph</td> </tr> <tr> <td>Thinner</td> <td>Same height</td> </tr> <tr> <td>Heavier</td> <td>Same length</td> </tr> <tr> <td>Lighter</td> <td>Red</td> </tr> <tr> <td>Bigger</td> <td>Blue</td> </tr> <tr> <td>Smaller</td> <td>Green</td> </tr> <tr> <td>Attribute</td> <td></td> </tr> <tr> <td>Same</td> <td>Continue from previous quarters.</td> </tr> <tr> <td>Different</td> <td></td> </tr> <tr> <td>Sort</td> <td></td> </tr> </table>	Measurement	Category	Shorter	Group	Longer	Classify	Taller	Size	Wider	Graph	Thinner	Same height	Heavier	Same length	Lighter	Red	Bigger	Blue	Smaller	Green	Attribute		Same	Continue from previous quarters.	Different		Sort		<table border="0"> <tr> <td>Curved surface</td> <td>Flat surface</td> </tr> <tr> <td>Create</td> <td>Behind</td> </tr> <tr> <td>Three-dimensional (solid)</td> <td>Above</td> </tr> <tr> <td>Face</td> <td>Below</td> </tr> <tr> <td>Cylinder</td> <td>Beside</td> </tr> <tr> <td>Cone</td> <td>In front of</td> </tr> <tr> <td>Cube</td> <td>Next to</td> </tr> <tr> <td>Sphere</td> <td>Between</td> </tr> <tr> <td>Stack</td> <td>Roll</td> </tr> <tr> <td>Models</td> <td>Slide</td> </tr> <tr> <td colspan="2">Continue from previous quarters.</td> </tr> </table>	Curved surface	Flat surface	Create	Behind	Three-dimensional (solid)	Above	Face	Below	Cylinder	Beside	Cone	In front of	Cube	Next to	Sphere	Between	Stack	Roll	Models	Slide	Continue from previous quarters.	
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