

Kindergarten Math Pacing Guide

Unit 2

Board Approved: December 12, 2016

#	CCSS	Unit 2:	Recommended Pacing: Nov/Dec Instructional Days: 23	Go Math Chapters Covered: 1,3,4,5,6,8,12	Complete
		Student Learning Objective:	Go Math Lessons		
1	K.CC.3	Count and represent with a written numeral a number of objects to 10.	<i>*Chapter 1: 1.2, 1.4, 1.6, 1.9 and 10 (revisited)</i> Chapter 3: Lesson 3.2, 3.4, 3.6 and 3.8, Chapter 4: Lesson 4.2		
2	K.CC.3	Write numerals from zero to 10.			
3	K.CC.1	Count to 30 by ones and tens. (ongoing)	Ongoing- Chapter 8 Up to 50 (Unit 3) Up to 70 (Unit 4) Up to 100 (unit 5)		
4	K.CC.2	Count forward beginning from any given number up to 30 -- instead of having to begin at one.	Chapter 4: Lesson 4.4 Chapter 8: 8.3, 8.5		
5	K.OA.2	Use objects or drawings to represent and solve addition and subtraction word problems (within 10).	Chapter 6: lesson 6.6 and 6.7		
6	K.OA.5	Fluently add and subtract within 5.	<i>*Chapter 5: Lesson 5.4</i> <i>*Chapter 6: Lesson 6.4</i> <i>Elaborated in Unit 4</i>		
7	K.MD.3	Classify and sort objects into given categories and count the objects in each category (up to 10 objects).	Chapter 12: Lesson 12.1-5		

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Unit 1

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#	CCSS	Unit 1: Number Names and Count Sequence	Recommended Pacing: Sept/Oct Instructional Days: 15	Go Math Chapters Covered: 1	Complete
		Student Learning Objective:	Go Math Lessons		
1	K.CC.1	Count by ones up to 10	ongoing		
2	K.CC.3	Represent the number of objects by the correct numeral up to 5 (using zero to represent no objects). **Revisit lessons in unit 2 for writing numerals	Chapter 1 <ul style="list-style-type: none"> ● 1.2 Count and write 1 and 2 ● 1.4 Count and write 3 and 4 ● 1.6 Count and write to 5 ● 1.7 Ways to make 5 ● 1.9 Understanding 0 ● 1.10 Identify and write 0 <div style="text-align: right;">7 days</div>		
3	K.CC.4	Assign an ascending number name for each object in a group.	Chapter 1 <ul style="list-style-type: none"> ● 1.1 Model and count 1 and 2 ● 1.3 Model and count 3 and 4 ● 1.5 Model and count to 5 <div style="text-align: right;">4 days</div>		
4	K.CC.4	For objects named in the standard order, identify the last number named as the number of counted objects in the set (regardless of the order they are counted).	Embedded in 1.1, 1.3, 1.5		
5	K.CC.4	Know the next number name in counting is always one greater than the previous number.	Chapter 1 <ul style="list-style-type: none"> ● 1.8 Count and order to 5 <div style="text-align: right;">2 day</div>		
6	K.CC.5	Answer "how many?" questions about groups of objects up to 10 when arranged in a line or up to 5 in a scattered configuration.	Embedded in Unit 1		

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Unit 1

7	K.OA.1	Create addition and subtraction events with objects (or make drawings) to represent a sum (putting together) or a difference (taking from) up to 10.	Embedded in Unit 1	
8	K.OA.3	Decompose number less than or equal to 10 into pairs in more than one way.	Chapter 1 <ul style="list-style-type: none">1.7 Algebra: Ways to make 5 2 days	

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Unit 3

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#	CCSS	Unit 3: Comparing 0-10, #s 11-19, Measurement	Recommended Pacing: January/February Instructional Days: 34	Go Math Chapters Covered: 2, 4, (7), 8, 11	Complete
		Student Learning Objective:	Go Math Lessons		
1	K.CC.3	Count and represent with a written numeral a number of objects to 20.	<ul style="list-style-type: none"> ● Introduce Chapter 7 -#s 11-20 <ul style="list-style-type: none"> ○ Supplemental materials ● Chapter 8 <ul style="list-style-type: none"> ○ 8.1-8.3 count/represent/write 20 10 days 		
2	K.CC.3	Write numerals from zero to 20.			
3	K.CC.1	Count to 50 by ones and tens.	<ul style="list-style-type: none"> ● Ongoing <ul style="list-style-type: none"> ○ Up to 70 -Unit 4 ○ Up to 8- Unit 5 ● Chapter 8 <ul style="list-style-type: none"> ○ 8.1, 8.2, 8.3 (up to 20) -8.3 and 8.5 revisit intro from unit 2 ○ 8.5 (up to 50) 4 days 		
4	K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (groups of up to 10 objects).	<ul style="list-style-type: none"> ● Chapter 2 <ul style="list-style-type: none"> ○ 2.1-2.5 comparing #s 0-5 ● Chapter 4 <ul style="list-style-type: none"> ○ 4.5-4.6 comparing to 10 14 days 		
5	K.CC.7	Compare numbers (up to 10) written as numerals.	<ul style="list-style-type: none"> ● Chapter 4 <ul style="list-style-type: none"> ○ 4.7 compare 2 numbers up to 10 1 day 		
6	K.MD.1	Describe measurable attributes of objects, e.g., length and weight.	<ul style="list-style-type: none"> ● Chapter 11 <ul style="list-style-type: none"> ○ 11.5 describe length/ height/ weight 1 day 		
7	K.MD.2	Directly compare and describe two objects with a measurable attribute in common using "more of"/"less of" the attribute. For example, directly	<ul style="list-style-type: none"> ● Chapter 11 <ul style="list-style-type: none"> ○ 11.1-11.4 compare length/ height/ weight 		

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		compare the heights of two children and describe one child as taller/shorter.	4 days	
8	K.G.4	Analyze and compare two- and three-dimensional shapes in different sizes and orientations by counting sides or vertices ("corners") or comparing attributes such as side lengths.	<ul style="list-style-type: none">• Chapter 9<ul style="list-style-type: none">○ 9.11 and 10.6 2 days	

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Unit 4

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#	CCSS	Unit 4:	Recommended Pacing: March/April Instructional Days: 26	Go Math Chapters Covered: Ch. 4, 5, 6, 8	Complete
		Student Learning Objective:	Go Math Lessons		
1	K.CC.1	Count orally to 70 by ones and tens.	Ongoing (Chapter 8) Up to 30 - Unit 2 Up to 50 - Unit 3 Up to 70 - Unit 4 Up to 100 - Unit 5		
2	K.OA.3	Decompose numbers less than or equal to ten into pairs of numbers in more than one way and record with a drawing or equations (e.g., write 7 as 2 + 5 and 6 + 1).	Chapter 1: <ul style="list-style-type: none"> ● 1.7 - Ways to Make 5 - Revisit Chapter 5: <ul style="list-style-type: none"> ● 5.8 - Number Pairs to 5 ● 5.9 - Number Pairs to 6,7 ● 5.10 - Number Pairs to 8 ● 5.11 - Number Pairs to 9 ● 5.12 - Number Pairs to 10 <div style="text-align: right;">8 days</div>		
3	K.OA.4	Given a number less than 10, find a number that makes 10 (e.g., 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5, etc.).	Chapter 4 <ul style="list-style-type: none"> ● 4.3 - Ways to Make 10 Chapter 5 <ul style="list-style-type: none"> ● 5.5 - Write Addition Sentences to 10 <div style="text-align: right;">3 days</div>		
4	K.OA.5	Use mental math strategies to solve addition and subtraction facts within 5.	Chapter 5 <ul style="list-style-type: none"> ● 5.6 - Write Addition Sentences * Chapter 6 <ul style="list-style-type: none"> ● 6.5 - Write Subtraction Sentences* *Introduced in Unit 2 <div style="text-align: right;">5 days</div>		
5	K.NBT.1	Compose and decompose numbers from 11 to 19 into a group of ten and one(s) with or without	Chapter 7 <ul style="list-style-type: none"> ● 7.1/7.2 - Model, Count, and Write 11, 12 		

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Unit 4

		manipulatives. Record each composition or decomposition through a drawing or equation.	<ul style="list-style-type: none">● 7.3/7.4 - Model, Count, and Write 13, 14● 7.5 - Model, Count, and Write 15● 7.7/7.8 - Model, Count, and Write 16, 17● 7.9/ 7.10 - Model, Count, and Write 18, 19 10 days	
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Unit 5

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#	CCSS	Unit 5: Geometric Shapes	Recommended Pacing: May/June Instructional Days: 28 Days	Go Math Chapters Covered: 8, 9 and 10	Complete
		Student Learning Objective:	Go Math Lessons		
1	K.CC.1	Count from 70-100 by ones and by tens.	Chapter 8: <ul style="list-style-type: none"> ● 8.6: Count to 100 by Ones ● 8.7: Count to 100 by Tens ● 8.8: Count by Tens 	6 days	
2	K.G.2	Correctly name shapes regardless of their orientations or overall size.	Chapter 9 <ul style="list-style-type: none"> ● 9.1 Identify and name circles ● 9.3 Identify and name squares ● 9.5 Identify and name triangles ● 9.7 Identify and name rectangles ● 9.9 Identify and name hexagons Chapter 10 <ul style="list-style-type: none"> ● 10.2 Identify, name, and describe spheres ● 10.3 Identify, name, and describe cubes ● 10.4 Identify, name, and describe cylinders ● 10.5 Identify, name, and describe cones 	12 Days	
3	K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Chapter 10 <ul style="list-style-type: none"> ● 10.6 Problem Solving: Two and Three Dimensional Shapes 	2 Days	
4	K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Chapter 10 <ul style="list-style-type: none"> ● 10.7 Hands On: Model Shapes 	3 Days	
5	K.G.6	Compose simple shapes to form larger shapes <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>	Chapter 9 <ul style="list-style-type: none"> ● 9.12 Problem Solving: Draw to Join Shapes 	2 Days	

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6	K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Chapter 10: <ul style="list-style-type: none">• 10.8 Above and Below• 10.9: Beside and Next to• 10.10 In Front Of and Behind	3 Days
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