Curriculum pacing guide

# GRADE: Kindergarten

## module 1: Numbers to 10

### major emphasis clusters

Counting and Cardinality

• Know number names and count sequence.

• Count to tell the number of objects.

• Compare numbers.

Operations and Algebraic Thinking

• Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

• Work with numbers 11–19 to gain foundations for place value.

**Key Areas of Focus for K-2:** Addition and subtraction—concepts, skills, and problem solving

**Required Fluency:** K.OA.5 Add and subtract within 5.

### module alignment chart

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| --- | --- |
| **Module and Approximate Number of Instructional Days** |  |
| **Module 1: Numbers to 10**  **Days: 31**   Standards **K.CC.A.3 Write** numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20 (with 0 representing a count of no objects).  **K.CC.B.4 Understand** the relationship between numbers and quantities; connect counting to cardinality.  a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one to one correspondence).  b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted (cardinality).  c. Understand that each successive number name refers to a quantity that is one larger (hierarchical inclusion).  **K.CC.B.5** Count to answer questions about “How many?” when 20 or fewer objects are arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1 to 20, count out that many objects.  **K.0A.A.3 Decompose** numbers less than or equal to 10 into pairs in more than one way (e.g., using fingers, objects, symbols, tally marks, drawings, expressions).  **K.MD.B.3 Classify** objects into given categories; count the number in each category and sort the categories by count. (Note: limit category counts to be less than or equal to 10.) |  |

### materials list

* Rulers for use as straightedges
* Five dot mat
* Five-frame and ten-frame cards
* Number path
* Left hand mat
* Two hands mat
* 5-group cards
* Rekenrek
* Concrete materials in individual bags for counting and sorting. (white beans painted red on one side or red/white counters, twigs, dried leaves, dry pasta, pennies, plates, forks, spoons, cups, etc.)
* Commercial concrete materials (linking cubes in tens, non-linking cubes, square inch tiles, etc.)

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| Week of | Monday | Tuesday | Wednesday | Thursday | Formative Assessment |
| 8/14-8/17 | KM1AL1  Analyze to find two objects that are exactly the same or not exactly the same. | KM1AL2  Analyze to find two similar objects –these are the same but… | KM1AL3  Classify to find two objects that share a visual pattern, color, and use. | KM1BL4  Classify items into two pre-determined categories. | **K.MD.B.3**  **K.CC.B.4** |
| 8/21-8/24 | KM1BL5-6  Classify items into three categories, determine the count in each, and reason about how the last number named determines the total. | Flex Day | KM1CL7  Sort by count in vertical columns and horizontal rows (linear configurations to 5). Match to numeral cards. | KM1CL8  Answer how many questions to 5 in linear configurations (5-group) with 4 in an array configuration. Compare ways to count five fingers. | **K.MD.B.3**  **K.CC.B.4**  **K.CC.B.5** |
| 8/28-8/31 | KM1CL9  With linear and array dot configurations of numbers 3, 4, and 5, find hidden partners. | KM1CL10  Sort categories by count. Identify categories with 2, 3, and 4 within a given scenario. | KM1CL11  Model decompositions of 3 with materials, drawings, and expressions. Represent the decomposition as 1 + 2 and 2 + 1. | Flex Day | **K.MD.B.3**  **K.CC.B.4**  **K.CC.B.5**  **K.OA.A.3** |
| 9/4-9/7 | Labor Day Holiday  No school | KM1DL114  Write numerals 1-3. Represent decompositions with materials, drawings, and equations. 3 = 2 + 1 and 3 = 1 + 2. | KM1DL15-16  Order and write numbers 1-5 to answer how many questions in categories. Answer and make drawings of decompositions with totals of 4 and 5. | Flex Day  Mid-module assessment | **K.CC.A.3**  **K.CC.B.4**  **K.CC.B.5** |
| 9/11-9/14 | KM1EL17  Count 4-6 objects in vertical and horizontal linear configurations and array configurations. Match 6 objects to the numeral 6. | KM1EL18  Count 4-6 objects in circular and scattered configurations. Count 6 items out of a larger set. Write numerals 1-6 in order. | KM1EL19-20  Count 5-7 linking cubes in linear configurations. Match with numeral 7. Count on fingers from 1 to 7, and connect to 5-group images. Reason about sets of objects in different configurations | KM1EL21-22  Compare counts of 8. Match with the numeral 8. Find a path through scattered set and compare with a partner.  Last day for mid-module assessment | **K.CC.A.3**  **K.CC.B.4**  **K.CC.B.5**  **K.MD.B.3** |
| 9/18-9/21 | KM1FL23-24  Organize and count 9 objects in linear, array and circular configurations. Write the numeral 9. | KM1FL25-26  Count 10 objects in linear and array configurations. March with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write the numeral 10. | KM1FL27  Count 10 objects and move between all configurations. | KM1FL28  Act out result unknown story problems with equations. | **K.CC.A.3**  **K.CC.B.4**  **K.CC.B.5** |
| 9/25-9/28 | Flex Day | KM1GL29  Order and match numeral and dot cards from 1 to 10. State 1 more than a given number. | KM1GL30  Make math stairs from 1 to 10 in cooperative groups. | KM1GL31-32  Arrange, analyze and draw 1 more up to 10 in configurations other than towers. Draw sequences of quantities of 1 more | **K.CC.B.4**  **K.CC.B.5** |
| 10/2-10/5 | KM1HL33  Order quantities from 10 to 1, and match numerals. | KM1HL34-35  Count down from 10 to 1, and state 1 less than a given number. Arrange number towers in order from 10 to 1 and describe the pattern. | KM1HL36  Arrange, analyze and draw sequences of quantities that are 1 less in configurations other than towers. | Flex Day  Module 1 test | **K.CC.B.4**  **K.CC.B.5** |
| 10/9-10/12 | Fall Break No School |  |  |  |  |
| 10/16-10/19 |  |  |  | Last day for Module 1 Assessment |  |