Kindergarten Pacing Module 1 *with Suggested Modifications* **Key**

Optional Lesson
Extension Lesson
Remedial Lesson

Standards		Topic and Objectives	
K.MD.3	A	**Attributes of Two Related Objects** Lesson 1: Analyze to find two objects that are *exactly the same* or *not exactly the same*. Lesson 2: Analyze to find two similar objects—*these are the same but….* Lesson 3: Classify to find two objects that share a visual pattern, color, and use.	**Days:** **2** **Extension Lesson 3:** Topic B covers classification below.

By the end of Topic A, your students should be able to:

- Identify two objects that are *exactly the same* or *not exactly the same*.
- Identify two similar objects and explain how they are different.

Snapshot Assessment K. MD. 3

Example:

**For this assessment, you will need a variety of objects to sort such as bears, cubes, buttons, shapes, and crayons; limit category counts to less than or equal to 10* 1. Give student bears and cubes. Say, "Sort the bears and cubes." Ask how many in each group. (DOK 1) Teacher records student response: "How many bears?" "How many cubes?"	2. Give student crayons and pencils. Say, "Sort the crayons and pencils." Ask how many in each group. (DOK 1) Teacher records student response: "How many crayons?" "How many pencils?"	3. Give student blue, red, yellow and green cubes or counting squares (make two colors equal). Say, "Sort the cubes/squares." Ask how many in each group. (DOK 1) Student sorts by _____. Teacher records student response: How many are in each group?	4. Give students attribute blocks. Say, "Sort the shapes any way you want." Ask how many in each group. (DOK 2) Student sorts by _____. Teacher records student response: How many are in each group?

K.CC.4a **K.CC.4b** **K.MD.3**	B	**Classify to Make Categories and Count** Lesson 4: Classify items into two pre-determined categories. Lesson 5: Classify items into three categories, determine the count in each, and reason about how the last number named determines the total. Lesson 6: Sort categories by count. Identify categories with two, three, and four within a given scenario.	**Days:** **3**
By the end of Topic B, your students should be able to: • Classify objects into categories and count how many.			
K.CC.4a **K.CC.4b** **K.CC.5** **K.OA.3** K.MD.3	C	**Numerals to 5 in Different Configurations, Math Drawings, and Expressions** Lesson 7: Sort by count in vertical columns and horizontal rows (linear configurations to 5). Match to numerals on cards. Lesson 8: Answer *how many* questions to 5 in linear configurations (5-group), with 4 in an array configuration. Compare ways to count 5 fingers. Lesson 9: Within linear and array dot configurations of numbers 3, 4, and 5 find *hidden partners*. Lesson 10: Within circular and scattered dot configurations of numbers 3, 4, and 5 find *hidden partners*. Lesson 11: Model decompositions of 3 with materials, drawings, and expressions. Represent the decomposition as 1 + 2 and 2 + 1.	**Days:** **4** **Extension Lesson 11:** Using equations is not necessary in Kindergarten and should not be used until Kindergarteners have a strong conceptual understanding of joining and separating situations. Kindergarteners should be pushed here **by the end of the year.**
By the end of Topic C, your students should be able to: • Count objects in rows and columns and match to a numeral card. • Have a strong understanding of the term "5-group" and the configuration of it. (Important for future modules.) • Use fingers to represent numbers 1-5 in different ways.			

- Find hidden partners within numbers 3,4, and 5 within linear, array, circular, and scattered dot configurations.

Snapshot Assessment K.OA.3

1. (From KMA) Give students 5 cubes. Say "Take a part the group into two groups." If students are able to do this one way, ask them to show another way. (DOK 1)

Teacher records student decompositions:

	D	**The Concept of Zero and Working with Numbers 0–5** Lesson 12: Understand the meaning of zero. Write the numeral 0. Lesson 13: Order and write numerals 0–3 to answer *how many* questions. Lesson 14: Write numerals 1–3. Represent decompositions with materials, drawings, and equations, 3 = 2 + 1 and 3 = 1 + 2. Lesson 15: Order and write numerals 4 and 5 to answer *how many* questions in categories; sort by count. Lesson 16: Write numerals 1–5 in order. Answer and make drawings of decompositions with totals of 4 and 5 without equations.	**Days: 4** **Extension Lesson 14:** Using equations is not necessary in Kindergarten and should not be used until Kindergarteners have a strong conceptual understanding of joining and separating situations. Kindergarteners should be pushed here **by the end of the year.**

By the end of Topic D, your students should be able to:

- Count and write numerals 0 to 5.
- Answer "how many" questions in categories.
- Sort objects and count them.
- Use drawings to decompose numbers 4 and 5 without using equations.

Snapshot Assessment K.CC.3

1. On the back of this sheet, have students write numbers 0-10, beginning with 0. (DOK 1)	2. How many? (DOK 1)  _____	3. How many? (DOK 1)  _____	4. How many? (DOK 1) _____

3 Days for Remediation, Enrichment, Mid-Module Assessment

Suggested Task:

- Dotty

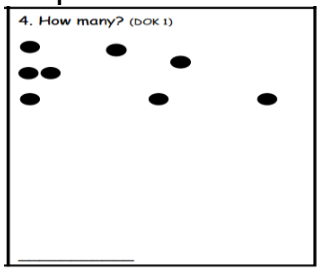
K.CC.3 **K.CC.4a** **K.CC.4b** **K.CC.5** K.MD.3	E	**Working with Numbers 6–8 in Different Configurations** Lesson 17: Count 4–6 objects in vertical and horizontal linear configurations and array (i.e., 3 and 3, 3 twos) configurations. Match 6 objects to the numeral 6. Lesson 18: Count 4–6 objects in circular and scattered configurations. Count 6 items out of a larger set. Writer numerals 1–6 in order. Lesson 19: 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. Lesson 20: Reason about sets of 7 varied objects in circular and scattered configurations. Find a path through the scattered configuration. Writer numeral 7. Ask, "How is your seven different than mine?" Lesson 21: Compare counts of 8. For example, 8 cubes or 8 cotton balls in linear and array (i.e., 4 and 4 or 4 twos) configurations. Match with numeral 8. Lesson 22: Arrange and strategize to count 8 beans in circular (around a cup) and scattered configurations. Write numeral 8. Find a path through the scatter set and	**Days:** **4** **Optional Lesson 20:** Combine Lesson 19 and 20 together to cover all configurations. **Optional Lesson 22:** Combine lessons 21 and 22 together to cover all

		compare paths with a partner.	configurations.

By the end of Topic E, your students should be able to:

- Count 4-6 objects in rows, columns, array, circular, and scattered configurations.
- Write numerals 1-8.
- Match objects to numbers and 5 group images.
- Compare two sets of the same number.

Snapshot Assessment K.CC.3 for scattered configuration.



K.CC.3 **K.CC.4a** **K.CC.4b** **K.CC.5**	F	**Working with Numbers 9–10 in Different Configurations** Lesson 23: Organize and count 9 varied geometric objects in linear and array (3 threes) configurations. Place objects on 5-group dot mat. Match with numeral 9. Lesson 24: Strategize to count 9 objects in circular (around a paper plate) and scattered configurations printed on paper. Write numeral 9. Represent a path through the scatter count with a pencil. Number each object. Lesson 25: Count 10 objects in linear and array configurations (5 and 5). Match with numeral 10. Place on the 5-group dot mat. Dialogue about 9 and 10 on the mat. Write numeral 10. Lesson 26: Count 10 objects in linear and array configurations (5 and 5). Match with numeral 10. Place on the 5-group dot mat. Dialogue about 9 and 10 on the mat. Write numeral 10. Lesson 27: Count 10 objects and move between all configurations. Lesson 28: Act out *result unknown* story problems without equations.	**Days:** **3** **Remedial Lesson 26:** Use if needed **Extension Lesson 27:** Reviews counting 10 objects in all configurations.

By the end of Topic F, your students should be able to:

- Count 9-10 objects in rows, columns, array, circular, and scattered configurations.
- Write numerals 1-10.

- Match objects to numbers and 5 group images
- Act out story problems without equations.

K.CC.4a **K.CC.4b** **K.CC.4c** K.CC.2 K.CC.5	G	***One More Than* with Numbers 0–10** Lesson 29: Order and match numeral and dot cards from 1 to 10. State *1 more than* a given number. Lesson 30: Exploration: Make *math stairs* from 1 to 10 in cooperative groups. Lesson 31: Arrange, analyze, and draw *1 more* up to 10 in configurations other than towers. Lesson 32: Arrange, analyze, and draw sequences of quantities of *1 more*, beginning with numbers other than 1.	**Days:** **3** **Extension Lesson 32** **Problem set suggestion:** Instead of having students draw missing steps, pre-make steps 7-9 and have students cut out and glue into workbook so that number steps are the right size.

By the end of Topic G, your students should be able to:

- Order and match numeral and dot cards from 1-10 and state what number would be one more.
- Make math stairs from 1-10.
- Arrange, analyze, and draw 1 more up to 10 using number stairs and towers.

K.CC.4a **K.CC.4b** **K.CC.4c** K.CC.5	H	***One Less Than* with Numbers 0–10** Lesson 33: Order quantities from 10 to 1 and match numerals. Lesson 34: Count down from 10 to 1 and state *1 less than* a given number. Lesson 35: Arrange number towers in order from 10 to 1 and describe the pattern. Lesson 36: Arrange, analyze, and draw sequences of quantities that are *1 less* in configurations other than towers. Lesson 37: Culminating task—(Materials for this task include 5-group cards from 0–10.) *"Decide how to classify the objects in your bag into two groups. Count the number of objects in each group. Represent the greater number in various ways. Next, remove the card from your pack that shows the number of objects in the smaller group. Put your remaining cards in order from smallest to greatest. Your friends will have to figure out what card is missing when they visit your station!"*	**Days:** **3** **Optional Lessons 35-36:** If time allows, these are great lessons. "Number Fair" Lesson 37 Culminating Task

By the end of Topic H, your students should be able to:

- Order and match numerals from starting from 10 down to 1.
- Count down from 10 to 1 and state 1 less than a given number.

"Number Fair" Lesson 37 Culminating Task

Launch **5-15 minutes** **To prepare students for this task, you could…**	• Number line activity with missing numbers where students have to count to fill in the missing numbers. • "What comes next?" cards/quick activities, calendar math activities • Show students numeral and have students brainstorm/show different ways to represent that number. (For example: 5 – show with your fingers, show with cubes, show with claps, etc)
Supports **To support students in this task, you could…**	• Have bigger number sets (greater than 10) available to differentiate for more advanced students. • Pair students with like ability levels (so that one student doesn't take over the work) and strategically assign them a mystery number.
Observations During the Administration of the Task	Rubrics are observational assessments based for this task. Possibly repeat this activity, assigning students new numbers, for a second day in order to get all the observational rubric data. Look for what number students start to struggle at. (For example: a student is proficient with numbers up to 5 but struggles with numbers greater than 5) Students who might need more challenging tasks/numbers.

3 Days for Re-Assessment, Remediation and Enrichment

Total Instructional Days:26

Links Used:

"Dotty" Task: http://gfletchy.com/dotty/

"Number Fair" Culminating Task: http://www.fwps.org/tfl/wp-content/uploads/sites/3/2014/06/Number-Fair-Task-and-Rubric-Module-1.pdf?697a0d

Kindergarten Pacing Module 2 *with Suggested Modifications* **Key**

Optional Lesson
Extension Lesson
Remedial Lesson

Standards		Topic and Objectives	
K.G.1 **K.G.2** **K.G.4** K.MD.3	A	**Two-Dimensional Flat Shapes** Lesson 1: Find and describe flat triangles, squares, rectangles, hexagons, and circles using informal language without naming. Lesson 2: Explain decisions about classifications of triangles into categories using variants and non-examples. Identify shapes as triangles. Lesson 3: Explain decisions about classifications of rectangles into categories using variants and non-examples. Identify shapes as rectangles. Lesson 4: Explain decisions about classifications of hexagons and circles and identify them by name. Make observations using variants and non-examples. Lesson 5: Describe and communicate positions of all flat shapes using the words *above, below, beside, in front of, next to,* and *behind*.	**Days:** **5**

By the end of Topic A, your students should be able to:

- Find, describe, and classify triangles, squares, rectangles, hexagons, and circles without naming.
- Identify triangles, squares, rectangles, hexagons, and circles using names.
- Use words above, below, beside, in front of, next to, and behind to describe positions of flat shapes.

Snapshot Assessment K.G.1 (see next page):

1. Observe student's ability to recognize shapes in their environment, e.g. squares in the tile patterns on the floor. (DOK 1) Teacher records observational notes:	2. Give student a shape object (e.g. sphere ball) and ask student to "put the sphere above your head….below your head…beside your body…in front of your face…behind your body…next to your chair" (DOK 1) Circle the positional words students demonstrated accurately: Above Next to Behind Beside In front of Behind	3. Give student a shape object (e.g. sphere ball) and a tub or box ask student to "put the sphere above the tub…below the tub…beside the tub…in front of the tub…behind the tub…next to the tub" (DOK 1) Circle the positional words students demonstrated accurately: Above Next to Behind Beside In front of Behind	4. Using a shape object (e.g. snap cube) ask student to describe where you are moving the shape in relation to your body. (DOK 1) Circle the positional words students demonstrated accurately: Above Next to Behind Beside In front of Behind	

K.G.1 **K.G.2** **K.G.4** K.MD.3	B	**Three-Dimensional Solid Shapes** Lesson 6: Find and describe solid shapes using informal language without naming. Lesson 7: Explain decisions about classification of solid shapes into categories. Name the solid shapes. Lesson 8: Describe and communicate positions of all solid shapes using the words *above, below, beside, in front of, next to,* and *behind.*	**Days:** **2** **Extension Lesson 7:** This lesson is removed, because only informal language is necessary in Kindergarten to describe the 3-D shapes. It could be substituted with a great exploratory lesson where students trace shapes or place faces in play-doh and describe what they find. This could also be done as an ongoing workstation or center.

By the end of Topic B, your students should be able to:

- Find and describe solid shapes without naming.
- Use words above, below, beside, in front of, next to, and behind to describe positions of solid shapes.

K.MD.3 **K.G.3** **K.G.4** K.G.1 K.G.2	C	**Two-Dimensional and Three-Dimensional Shapes** Lesson 9: Identify and sort shapes as two-dimensional or three-dimensional and recognize two-dimensional and three-dimensional shapes in different orientations and sizes. Lesson 10: Culminating task—collaborative groups create displays of different flat shapes with examples, non-examples, and a corresponding solid shape.	**Days:** **2**

By the end of Topic B, your students should be able to:

- Identify and sort shapes as flats and solids and recognize flats and solids in different orientations and sizes.

3 Days for Re-Assessment, Remediation and Enrichment

Suggested Task: **Alike or Different** ***Total Instructional Days: 12***

Direct Link to Material Used:

"Alike or Different" : http://www.fwps.org/tfl/wp-content/uploads/sites/3/2014/06/Alike-or-Different-Task-and-Rubric-Module-2.pdf?697a0d

Kindergarten Pacing Module 3 *with Suggested Modifications* **Key**

Optional Lesson
Extension Lesson
Remedial Lesson

Standards		Topic and Objectives	
K.MD.1 **K.MD.2**	A	**Comparison of Length and Height** Lesson 1: Compare lengths using *taller than* and *shorter than* with aligned and non-aligned endpoints. Lesson 2: Compare length measurements with string. Lesson 3: Make series of *longer than* and *shorter than* comparisons.	**Days:** **2** **Extension Lesson 3,** this would be a good math center.

By the end of Topic A, your students should be able to:

- Use taller than and shorter than to describe lengths with different endpoints.
- Compare length measurements using string.

Snapshot Assessment K.MD.1:

1. Show student a pencil and a crayon. Say, "Which one is longer? Which one is shorter?" (DOK 1)

Teacher records student response:

K.MD.1 **K.MD.2** K.CC.4c K.CC.5	B	**Comparison of Length and Height of Linking Cube Sticks Within 10** Lesson 4: Compare the length of linking cube sticks to a 5-stick. Lesson 5: Determine which linking cube stick is taller than or shorter than the other.	**Days: 3** **Remedial Lesson 5,** Use if additional support is needed from Lesson 4.

K.CC.6		Lesson 6: Compare the length of linking cube sticks to various objects. Lesson 7: Compare objects using *the same as*.	

By the end of Topic B, your students should be able to:

- Compare the length of linking cube sticks to a five 5-stick and various objects.
- Use the term "same as" to compare objects.

Snapshot Assessment K.CC.6:

1. (From KMA) Give student three groups of up to 10 objects, ask "which group has more than, less than, or equal to the other groups. **Make sure two of the groups have an equal number of objects; students are expected to be using counting strategies here* (DOK 1) Teacher records student response: More than: Yes or No Less than: Yes or No Equal to: Yes or No	2. Using 5 triangle shape blocks and 4 square shape blocks, ask student to "Put all the triangles in a line. Put all the squares in a line" then "Which group has more?" **May also use colored cubes; can prompt students with shape vocabulary; students are expected to be using matching strategies here rather than counting* (DOK 2) Teacher records student response:

K.MD.1 **K.MD.2**	C	**Comparison of Weight** Lesson 8: Compare using *heavier than* and *lighter than* with classroom objects. Lesson 9: Compare objects using *heavier than*, *lighter than*, and *the same as* with balance scales. Lesson 10: Compare the weight of an object to a set of unit weights on a balance scale. Lesson 11: Observe conservation of weight on the balance scale.	**Days:** **2** **Extension Lesson 10:** Similar to Lesson 9 but comparing it to a set unit. **Optional Lesson 11:** Fluency within lesson is great for kinesthetic learners. Lesson optional as the clay is hard for students to work with and is a continuation of previous

		Lesson 12: Compare the weight of an object with sets of different objects on a balance scale.	lessons. **Extension Lesson 12:** Would be great if used as a center but not needed as a whole class as it is not a priority standard.
By the end of Topic C, your students should be able to: • Use terms "heavier than" and "lighter than" to compare objects within the classroom. • Use a balance scale to compare objects using terms "heavier than", "lighter than", and "the same as".			
K.MD.1 **K.MD.2**	D	**Comparison of Volume** Lesson 13: Compare volume using *more than, less than*, and *the same as* by pouring. Lesson 14: Explore conservation of volume by pouring. Lesson 15: Compare using *the same as* with units.	**Days:** 2 **Optional Lesson 15:** This is a fun, engaging lesson that can be done if you have time!
By the end of Topic D, your students should be able to: • Compare and explore volume using "more than", "less than", and "the same as" by pouring rice, water, sand, etc. into containers.			
3 Days for Remediation, Enrichment, Mid-Module Assessment			
K.CC.6	E	**Is There Enough?** Lesson 16: Make informal comparison of area. Lesson 17: Compare to find if there is enough. Lesson 18: Compare using *more than* and *the same as*. Lesson 19: Compare using *fewer than* and *the same as*.	**Days:** **3** ***Lesson 16:** Be sure to do Fluency to build up to the Sprint Routine. **Combine Lessons 18 and 19. Choose only one lesson to do, but incorporate language of "more than"**

			and "fewer than" within the same lesson.

By the end of Topic E, your students should be able to:

- Make comparisons of area.
- Compare to determine if there is enough.
- Use "more than", "fewer than", and "the same as" to compare.

Snapshot Assessment K.CC.6: (Retest 1 and 2 if students did not get the first time).

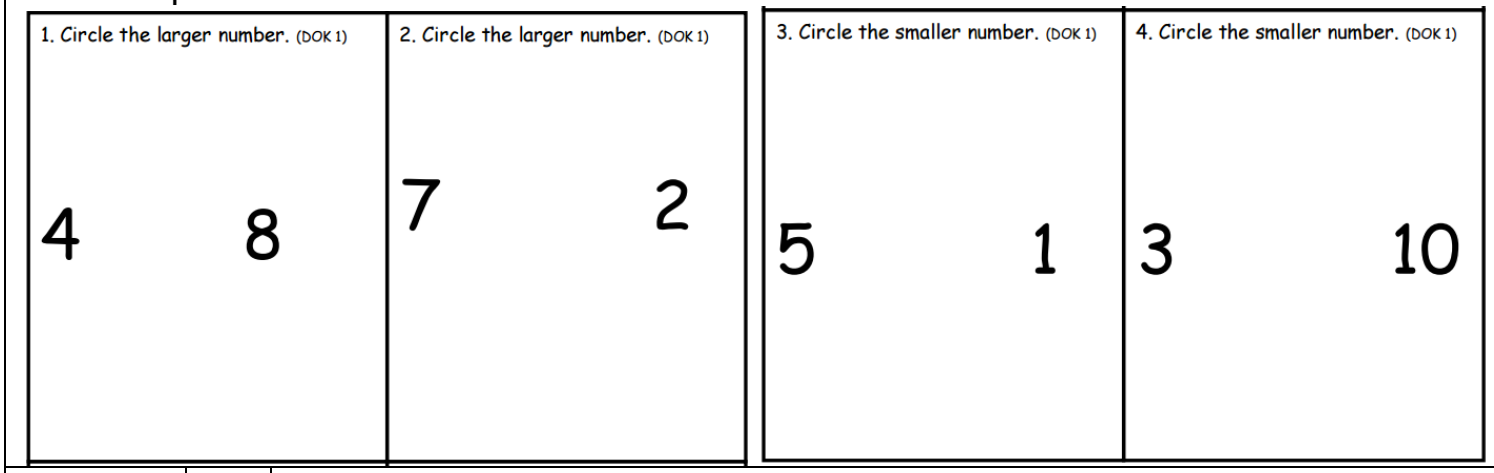
3. Give student three groups of up to 10 objects, say "tell me about these three groups." **Make sure two of the groups have an equal number of objects; students are expected to use 'more than', 'less than', and 'equal to' language* (DOK 2) Teacher records student response:	4. Using cubes show students your group of 5. Say, "Make a group that is equal to mine", "Make a group that is more than mine", and "Make a group that is less than mine" (DOK 2) Teacher records student response: Equal to: Yes or No More than: Yes or No Less than: Yes or No

K.CC.6 **K.CC.7** K.CC.4c K.MD.2	F	**Comparison of Sets Within 10** Lesson 20: Relate *more* and *less* to length. Lesson 21: Compare sets informally using *more*, *less*, and *fewer*. Lesson 22: Identify and create a set that has the same number of objects. Lesson 23: Reason to identify and make a set that has 1 more. Lesson 24: Reason to identify and make a set that has 1 less.	**Days:** **4** ***Lesson 20:** Be sure to do Fluency: Building up to Sprint Routine. **Remedial Lesson 21:** If time allows teach this lesson to review more, less, and fewer.

By the end of Topic F, your students should be able to:

- Use cubes to relate more and less to length.
- Identify and create a set with the same number, one more, and one less.

Snapshot Assessment K.CC.7:



K.CC.6 **K.CC.7** K.CC.4c	G	**Comparison of Numerals** *Lesson 25: Match and count to compare a number of objects. State which quantity is more. *Lesson 26: Match and count to compare two sets of objects. State which quantity is less. Lesson 27: Strategize to compare two sets. Lesson 28: Visualize quantities to compare two numerals.	**Days:** **3** ***Lesson 25 and 26:** Combine using language for more and less.

By the end of Topic G, your students should be able to:

- Compare a quantity of objects using more and less.
- Strategize and visualize to compare two sets or numerals.

K.MD.1 **K.MD.2** K.CC.6 K.CC.7	H	**Clarification of Measurable Attributes** Lesson 29: Observe cups of colored water of equal volume poured into a variety of container shapes. Lesson 30: Use balls of clay of equal weights to make sculptures. Lesson 31: Use benchmarks to create and compare rectangles of different lengths to make a	**Days:** **1** **Remedial Lesson 29:** Use if additional practice is needed. **Optional Lessons 30 and 31:** If time allows teach these

		city. Lesson 32: Culminating task—describe measurable attributes of single objects.	lessons for additional practice.
By the end of Topic H, your students should be able to: • Show progress towards goals for this module.			
3 Days for Re-Assessment, Remediation and Enrichment			
			Total Instructional Days: 26

Kindergarten Pacing Module 4 *with Suggested Modifications* **Key**

Optional Lesson
Extension Lesson
Remedial Lesson

Standards	Topic and Objectives		
K.OA.1 **K.OA.3** **K.OA.5**	A	**Compositions and Decompositions of 2, 3, 4, and 5** Lesson 1: Model composition and decomposition of numbers to 5 using actions, objects, and drawings. Lesson 2: Model composition and decomposition of numbers to 5 using fingers and linking cube sticks. Lesson 3: Represent composition story situations with drawings using numeric number bonds. Lesson 4: Represent decomposition story situations with drawings using numeric number bonds. Lesson 5: Represent composition and decomposition of numbers to 5 using pictorial and numeric number bonds. **Lesson 6: Represent number bonds with composition and decomposition story situations.	**Days:** 6 ****Lesson 6**: Skip this sprint it is very difficult for kindergarteners.

By the end of Topic A, your students should be able to:

- Model and represent composition and decomposition of numbers to 5 using: fingers, linking cubes, number bonds, pictures, actions, drawings, and stories.
- Represent number bonds using stories to compose and decompose numbers to 5.

Snapshot Assessment K.OA.3: Only do the Question 1.

1. (From KMA) Give students 5 cubes. Say "Take a part the group into two groups." If students are able to do this one way, ask them to show another way. (DOK 1)

Teacher records student decompositions:

K.OA.3 K.OA.1 K.OA.4	B	**Decompositions of 6, 7, and 8 into Number Pairs** Lesson 7: Model decompositions of 6 using a story situation, objects, and number bonds. Lesson 8: Model decompositions of 7 using a story situation, sets, and number bonds. Lesson 9: Model decompositions of 8 using a story situation, arrays, and number bonds. Lesson 10: Model decompositions of 6–8 using linking cube sticks to see patterns. Lesson 11: Represent decompositions for 6–8 using horizontal and vertical number bonds. Lesson 12: Use 5-groups to represent the 5 + n pattern to 8.	**Days:** **5** **Remedial Lesson 11:** Very similar to lesson 10 but can be used for students who need additional practice.

By the end of Topic B, your students should be able to:

- Model decompositions for numbers 6-8 using stories, objects, sets, arrays, and number bonds.
- Model decomposition of numbers 6-8 with linking cubes to see patterns.
- Demonstrate how to use a 5-group to show the 5 + n pattern to 8.

Snapshot Assessment K.OA. 3: Use only 3 and 4

3. Say, "There are 4 kids on the swings, some are boys and some are girls. Show me all the different groups of boys and girls there could be." Students may use cubes and/ or drawings below. (DOK 2) Teacher records student decompositions:	4. Say, "Bobby Bear is missing 7 buttons on his jacket. How many ways can you use blue and red buttons to finish his jacket? Students may use cubes and/or drawings below. (DOK 2) Teacher records student decompositions:

K.OA.1 **K.OA.2** K.OA.3	C	**Addition with Totals of 6, 7, and 8** Lesson 13: Represent decomposition and composition addition stories to 6 with drawings and equations with no unknown.	**Days:** **6**

K.OA.4		Lesson 14: Represent decomposition and composition addition stories to 7 with drawings and equations with no unknown. Lesson 15: Represent decomposition and composition addition stories to 8 with drawings and equations with no unknown. Lesson 16: Solve *add to with result unknown* word problems to 8 with equations. Box the unknown. Lesson 17: Solve *put together with total unknown* word problems to 8 using objects and drawings. Lesson 18: Solve *both addends unknown* word problems to 8 to find addition patterns in number pairs.	
By the end of Topic C, your students should be able to: • Represent addition stories using composition and decomposition with drawings for numbers 6, 7, and 8. Support will be needed. • Solve word problems to 8 using the terms "add to with result unknown" and "put together with total unknown" using objects and drawings. • Box the unknown number with support. • Use number pairs to find addition patterns in word problems with "both addends unknown". **Snapshot Assessment K.OA.3: Re-use previous snapshot to re-assess student ability.**			
K.OA.1 **K.OA.2** **K.OA.3**	D	**Subtraction from Numbers to 8** Lesson 19: Use objects and drawings to find *how many are left*. Lesson 20: Solve *take from with result unknown* expressions and equations using the minus sign with no unknown. Lesson 21: Represent subtraction story problems using objects, drawings, expressions, and equations. Lesson 22: Decompose the number 6 using 5-group drawings by breaking off or removing a part, and record each decomposition with a drawing and subtraction equation. Lesson 23: Decompose the number 7 using 5-group drawings by hiding a part, and record each decomposition with a drawing and subtraction equation. Lesson 24: Decompose the number 8 using 5-group drawings and crossing off a part, and record each decomposition with a drawing and subtraction equation.	**Days:** **4** **Remedial Lesson 21:** Very similar to Lesson 20 but can be used for additional support if needed.

By the end of Topic D, your students should be able to:

- Solve problems and find how many are left.
- Decompose numbers 6, 7, and 8 using the 5-group drawings by breaking off, hiding, or crossing off a part.
- Record subtraction problem with drawing and equation.

Snapshot Assessment K.OA.2:

1. Say, "Danny has 3 scoops of ice cream. He eats 2 scoops. How many scoops of ice cream does Danny have left? Draw pictures or use cubes to solve this problem." *take from, result unknown (DOK 1) Teacher records student response:	2. Say, "There are 2 bunnies on the grass. 5 more bunnies hop onto the grass. How many bunnies are there on the grass? Draw pictures or use cubes to solve this problem." *add to, result unknown (DOK 1) Teacher records student response:	3. "Katie has 8 books and McKenna has 1 book. How many books do Katie and McKenna have? Draw pictures or use cubes to solve this problem." *put together/take apart total unknown (DOK 1) Teacher records student response:	4. Say, "Max has 5 apples. 3 apples are red. The rest of the apples are green. How many apples are green? Draw pictures or use cubes to solve this problem." *put together/take apart, addend unknown (DOK 1) Teacher records student response:

3 Days for Remediation, Enrichment, Mid-Module Assessment

Suggested Tasks:

- **Books on Shelves**
- **Pick Two**

K.OA.3	E	**Decompositions of 9 and 10 into Number Pairs** Lesson 25: Model decompositions of 9 using a story situation, objects, and number bonds. Lesson 26: Model decompositions of 9 using fingers, linking cubes, and number bonds. Lesson 27: Model decompositions of 10 using a story situation, objects, and number bonds.	**Days:** **2** **Remedial Lesson 26:** Similar to lesson 25 but uses different manipulative if more practice is needed.

		Lesson 28: Model decompositions of 10 using fingers, sets, linking cubes, and number bonds.	**Remedial Lesson 28:** Similar to lesson 27 but uses different manipulatives if more practice is needed.

By the end of Topic E, your students should be able to:

- Decompose 9 and 10 using story problems, objects, and number bonds.

Snapshot Assessment K.OA.3:

2. (From KMA) Give students 10 cubes. Say "Take a part the group into two groups." If students are able to do this one way, ask them to show another way. (DOK 1)

Teacher records student decompositions:

K.OA.2	F	**Addition with Totals of 9 and 10** Lesson 29: Represent pictorial decomposition and composition addition stories to 9 with 5-group drawings and equations with no unknown. Lesson 30: Represent pictorial decomposition and composition addition stories to 10 with 5-group drawings and equations with no unknown. Lesson 31: Solve *add to with total unknown* and *put together with total unknown* problems with totals of 9 and 10. Lesson 32: Solve *both addends unknown* word problems with totals of 9 and 10 using 5-group drawings.	**Days: 4**

By the end of Topic F, your students should be able to:

- Use pictures to compose and decompose addition stores to 10 using the 5-group drawings and equations with no unknown.
- Solve addition problems with missing addends and missing totals up to 10 using 5-group drawings.

Snapshot Assessment K.OA.1:

1. Say, "Draw a picture that shows 3 and 7 added together." (DOK 1) Show student: 3 + 7=10 Student picture:	3. Say, "I have 5 crayons. You have 4 crayons. How many crayons do we have all together? How do you know?" (DOK 2) Give student crayons (if desired). Teacher records student response:

K.OA.1 **K.OA.2** **K.OA.3**	G	**Subtraction from 9 and 10** Lesson 33: Solve *take from* equations with no unknown using numbers to 10. Lesson 34: Represent subtraction story problems by breaking off, crossing out, and hiding a part. Lesson 35: Decompose the number 9 using 5-group drawings, and record each decomposition with a subtraction equation. Lesson 36: Decompose the number 10 using 5-group drawings, and record each decomposition with a subtraction equation. Additional Practice: "Rabbit Takeaway" – Utilizes technology while students solve subtraction problems up to 10 or 20.	**Days:** **3** **Remedial Lesson 34:** Very similar to lesson 33, can be used if students need additional practice.

By the end of Topic G, your students should be able to:

- Solve subtraction equations to 10 with no missing parts.
- Use a subtraction equation to decompose numbers 9 and 10 using 5-group drawings.
- Record subtraction equations.

Formative Activity:
"Carly's Sleepover" – Students model decomposition of 9 using manipulatives, fingers, drawings, or acting out(30 minutes).

K.OA.1 **K.OA.2** **K.OA.4**	H	**Patterns with Adding 0 and 1 and Making 10** Lesson 37: Add or subtract 0 to get the same number and relate to word problems wherein the same quantity that joins a set, separates. Lesson 38: Add 1 to numbers 1–9 to see the pattern of *the next number* using 5-group drawings and equations. *Lesson 39: Find the number that makes 10 for numbers 1–9, and record each with a 5-group drawing. *Lesson 40: Find the number that makes 10 for numbers 1–9, and record each with an addition equation. **Combine Lessons 39 & 40** Lesson 41: Culminating task—choose tools strategically to model and represent a stick of 10 cubes broken into two parts.	**Days:** **4**

By the end of Topic H, your students should be able to:

- Add and subtract numbers 0-10.
- Use a number line to add and subtract.
- Find the number that makes 10 using an addition equation and a 5-group drawing.

3 Days for Re-Assessment, Remediation and Enrichment

Total Instructional Days: 40

Links Used:

"Books on Shelves" Task: http://schools.nyc.gov/NR/rdonlyres/B50F3E83-1202-4999-B14A-309F5429A82A/0/NYCDOEKMathBooksonShelves_Final.pdf

"Pick Two" Task: https://www.illustrativemathematics.org/content-standards/tasks/166

"Rabbit's Takeaway" Task: http://www.cpalms.org/Public/PreviewResourceUrl/Preview/31544

"Carly's Sleepover" Task: http://www.cpalms.org/Public/PreviewResourceAssessment/Preview/36548

Kindergarten Pacing Module *5 with Suggested Modifications* **Key**

Optional Lesson
Extension Lesson
Remedial Lesson

Standards		Topic and Objectives	
K.CC.1 **K.NBT.1** K.CC.2 K.CC.4a K.CC.4b K.CC.4c K.CC.5	A	**Count 10 Ones and Some Ones** **Lesson 1: Count straws into piles of ten; count the piles as 10 ones. Lesson 2: Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and ___ ones. Lesson 3: Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and ___ ones. Lesson 4: Count straws the Say Ten way to 19; make a pile for each ten. Lesson 5: Count straws the Say Ten way to 20; make a pile for each ten.	**Days:** 4 ****Lesson 1**: This could be confusing for students who know egg cartons come in 2 groups of 6 takes high prep. Consider using a ten frame instead. **Extension Lesson 5:** Similar to lesson 4 but students only need to know teen numbers through 19.
By the end of Topic A, your students should be able to: • Separate objects into piles of tens and ones. • Describe objects as 10 ones and _____ ones.			
K.CC.3 **K.NBT.1** K.CC.1 K.CC.2 K.CC.4a K.CC.4b K.CC.4c K.CC.5	B	**Compose Numbers 11–20 from 10 Ones and Some Ones; Represent and Write Teen Numbers** Lesson 6: Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards. Lesson 7: Model and write numbers 10 to 20 as number bonds. Lesson 8: Model teen numbers with materials from abstract to concrete. Lesson 9: Draw teen numbers from abstract to pictorial.	**Days:** **4**
By the end of Topic B, your students should be able to: • Model and write numbers 10-20 with place value and number bonds. • Demonstrate teen numbers using materials from abstract to concrete and abstract to pictorial.			

Snapshot Assessment K.NBT.1:

1. Teacher provides student with a set of 20 cubes. Say, "Let's think about the number 13 (show number 13 on whiteboard). Suppose I want to decompose 13 into one group of 10 and some other ones."

Check each prompt that student was able to complete accurately

_____ Can you count out 10 cubes to represent the group of 10 in 13?
**Allow students to use 10 frame if needed*

_____ We have 10 cubes. Can you count out how many more we need to model 13?

_____ So, 13 is made of one group of 10 ones and how many more ones?

_____ Can you write an equation here that shows your model? (e.g. 10+3=13) If student struggles, allow them to draw a picture instead of writing an equation

4 Demonstrates mastery of skill in all numbers 11-19
3 Responds to all 4 prompts independently
2 With teacher support
1 Not able

K.CC.4b **K.CC.4c** **K.CC.5** **K.NBT.1** K.CC.3 K.CC.4a	C	**Decompose Numbers 11–20, and Count to Answer "How Many?" Questions in Varied Configurations** **Lesson 10: Build a Rekenrek to 20. Lesson 11: Show, count, and write numbers 11 to 20 in tower configurations increasing by 1—a pattern of *1 larger*. Lesson 12: Represent numbers 20 to 11 in tower configurations decreasing by 1—a pattern of *1 smaller*. **Combine Lessons 11 & 12** Lesson 13: Show, count, and write to answer *how many* questions in linear and array configurations Lesson 14: Show, count, and write to answer *how many* questions with up to 20 objects in circular configurations.	**Days:** **4** ** **Lesson 10:** Remove the conceptual development piece and spend more time on Rekenrek building and use the Rekenrek to make teen numbers (student debrief portion).

By the end of Topic C, your students should be able to:

- Use a Rekenrek to build numbers to 20.

- Show, count, and write numbers to 20 using a pattern of 1 larger and 1 smaller.
- Show, count, and write to answer "how many" questions in linear, array, and circular configurations up to 20 objects.

Snapshot Assessment K.NBT.1:

2. Teacher shows student the number 15 on paper or whiteboard. Say, "Let's think about what you know about the number 15."

Check each prompt that student was able to complete accurately

_____ If we break a part 15 into a group of 10 and some more ones, how many more ones would we need? *If student answers correctly, go to last prompt – if not, give student 15 cubes

_____ Can you make a group of 10 from these 15 cubes?

_____ How many cubes do you have left?

_____ Can you tell me how many groups of 10 ones and how many more ones make the number 15?

_____ Can you draw a picture or write an equation that shows how you broke apart 15?

3 Days for Remediation, Enrichment, Mid-Module Assessment

Suggested Tasks:

"Counting Squares" –This task explores estimation within 20 using two different colored tiles. (15 minutes)

"Party Time"- This task contains 5 levels of differentiation for problem solving scenarios at a party. (10 minutes per level)

K.CC.1 **K.CC.2** K.CC.3 K.CC.4c K.CC.5 K.NBT.1 1.NBT.1[1]	D	**Extend the Say Ten and Regular Count Sequence to 100** Lesson 15: Count up and down by tens to 100 with Say Ten and regular counting. Lesson 16: Count within tens by ones. Lesson 17: Count across tens when counting by ones through 40. Lesson 18: Count across tens by ones to 100 with and without objects. Lesson 19: Explore numbers on the Rekenrek. (Optional.)	**Days:** 2 **Extension lesson 16:** This lesson goes above standards needed for kindergarten. **Optional Lesson 18 and 19:** Both lessons go above standards needed for kindergarten.

By the end of Topic D, your students should be able to:

- Count to 100 by tens and ones.

[1] Students write numbers 21–100, aligned to Grade 1 standard 1.NBT.1.

- Use a Rekenrek to count up to 40.

"Ten Ones and More Ones" – This is a good formative assessment for tens and ones.

K.CC.5 **K.NBT.1** K.CC.1 K.CC.2 K.CC.3 K.CC.4c K.CC.6 1.OA.8[2] 1.NBT.3[3]	E	**Represent and Apply Compositions and Decompositions of Teen Numbers** Lesson 20: Represent teen number compositions and decompositions as addition sentences. Lesson 21: Represent teen number decompositions as 10 ones and some ones and find a hidden part. Lesson 22: Decompose teen numbers as 10 ones and some ones; compare *some ones* to compare the teen numbers. Lesson 23: Reason about and represent situations, decomposing teen numbers into 10 ones and some ones and composing 10 ones and some ones into a teen number. Lesson 24: Culminating Task—Represent teen number decompositions in various ways.	**Days:** **4** **Extension Lesson 21:** This would be a good lesson for students who need more of a challenge and is linked to 1.OA.8 in first grade.

By the end of Topic E, your students should be able to:

- Compose and decompose teen numbers as tens and ones.
- Reason and represent situations.
- Write addition sentences in preparation for first grade.

3 Days for Re-Assessment, Remediation and Enrichment

Total Instructional Days: 24

Links Used:

"Counting Squares" Task: http://gfletchy.com/counting-squares/

"Party Time" Task: http://www.insidemathematics.org/assets/problems-of-the-month/party%20time.pdf

"Ten Ones and More Ones" Task: http://www.k-5mathteachingresources.com/support-files/ten-ones-and-more-ones.pdf

[2] While using concrete materials, a hidden part is related to 10 + ___. Missing addends are aligned to 1.OA.8.

[3] Kindergarten standards K.CC.6 and K.CC.7 compare numbers to 10. Grade 1's standard 1.NBT.3 compares numbers greater than 10.