



**Brookhaven School District  
Pacing Guide 2019-20  
Kindergarten Math**

1 <sup>st</sup> NINE WEEKS					
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Taught Standard	Clarifications/Tested Standards	Resources (textbooks, links, etc.)	I Can...
August 6-9	Baseline Assessments Identify Two-Dimensional Shapes Count to 5 Recognize numbers to 5		Introduce two-dimensional shapes. Introduce counting to 5. Introduce recognizing numbers to 5.		I can name shapes correctly. I can count to 5.
August 12-16	Represent, Count, and Write Numbers 0-5	K.CC.3 K.CC.4a K.CC.4b* K.CC.4c* K.OA.3*	K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. <b>(Clarifications – Numbers 0-5)</b> K.CC.4a - Understand the relationship between numbers and quantities; connect counting to cardinality. 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.	Go Math Chapter 1.1-1.3	I can write numbers 0-5. I can count objects in a group correctly (each object is counted only once) regardless of arrangement and order.
August 19-23	Represent, Count, and Write Numbers 0-5	K.CC.3 K.CC.4a K.CC.4b* K.CC.4c* K.OA.3*	K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. <b>(Clarifications – Numbers 0-5)</b> K.CC.4a - Understand the relationship between numbers and quantities; connect counting to cardinality. 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.	Go Math Chapter 1.4-1.6	

<p>August 26-30</p>	<p>Represent, Count, and Write Numbers 0-5</p>	<p>K.CC.3 K.CC.4a K.CC.4b K.CC.4c K.OA.3</p>	<p>K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. <b>(Clarifications – Numbers 0-5)</b> K.CC.4a - 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. K.CC.4b - 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. K.CC.4c- Understand that each successive number name refers to a quantity that is one larger. K.OA.3 - Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and record each decomposition by a drawing or equation. <b>(Clarifications – Numbers to 5)</b></p>	<p>Go Math Chapter 1.7-1.10  Test August 30<sup>th</sup></p>	<p>I can write numbers 0-5 to show how many things are in a set. I can say the number names in order when I count. I can recognize that the last number name I say when I count tells the total number of objects counted. I can understand that the next number I say when I count will be one more. I can decompose numbers less than or equal to 5 into pairs in more than one way.</p>
<p>Sept. 2-6</p> <p><i>Sept. 2- Labor Day</i></p> <p><i>Sept.- 6 4 ½ Weeks Test</i></p> <p><i>Progress Report – September 6<sup>th</sup></i></p>	<p>Compare Numbers to 5</p>	<p>K.CC.6*</p> <p><b><i>4 ½ Weeks Test:</i></b> <b><i>K.CC.3</i></b> <b><i>K.CC.4a</i></b> <b><i>K.CC.4b</i></b> <b><i>K.CC.4c</i></b> <b><i>K.OA.3</i></b></p>	<p>K.CC.6 - Identify the number of objects in one group is greater than, less than, or equal to the number of objects in another group. <b>(Clarifications – Numbers to 5)</b></p> <p><b><i>See Clarifications above for the following standards:</i></b> <b><i>K.CC.3</i></b> <b><i>K.CC.4a</i></b> <b><i>K.CC.4b</i></b> <b><i>K.CC.4c</i></b> <b><i>K.OA.3</i></b></p>	<p>Go Math Chapter 2 2.1-2.3</p>	<p>I can tell if the number of things in one group is greater than, less than, or equal to the number of things in another group.</p>
<p>Sept. 9-13</p>	<p>Compare Numbers to 5</p>	<p>K.CC.6</p>	<p>K.CC.6 - Identify the number of objects in one group is greater than, less than, or equal to the number of objects in another group. <b>(Clarifications – Numbers to 5)</b></p>	<p>Go Math Chapter 2 2.4-2.5  Test on September 13<sup>th</sup></p>	

Sept. 16-20	Represent, Count, and Write Numbers 6 to 9	K.CC.3 K.CC.5 K.CC.6* K.CC.7*	K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. <b>(Clarifications – Numbers 0-9)</b> K.CC.5 - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things scattered in a configurations; given a number from 1-20, count out that many objects. <b>(Clarifications – Numbers 1-9)</b>	Go Math Chapter 3 3.1-3.3	I can write, count, and model numbers up to 9 to show how many things are in a set. I can count up to 9 objects in a set.
Sept. 23-27	Represent, Count, and Write Numbers 6 to 9	K.CC.3 K.CC.5 K.CC.6* K.CC.7*	K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. <b>(Clarifications – Numbers 0-9)</b> K.CC.5 - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things scattered in a configurations; given a number from 1-20, count out that many objects. <b>(Clarifications – Numbers 1-9)</b>	Go Math Chapter 3 3.4-3.6	
Sept.30-Oct.4  <b>9 Weeks Testing</b>	Represent, Count, and Write Numbers 0 to 5.  Compare Numbers to 5.  Represent, Count, and Write Numbers 6 to 9	<b>9 Weeks Test:</b>  <b>K.CC.3</b> <b>K.CC.4a</b> <b>K.CC.4b</b> <b>K.CC.4c</b> <b>K.CC.5</b> <b>K.CC.6</b> <b>K.OA.3</b>	<b>See Clarifications above for the following standards:</b>  <b>K.CC.3</b> <b>K.CC.4a</b> <b>K.CC.4b</b> <b>K.CC.4c</b> <b>K.CC.5</b> <b>K.CC.6</b> <b>K.OA.3</b>	Review Chapters 1, 2, and 3	I can recall information what was taught this nine weeks.
<b>2<sup>nd</sup> NINE WEEKS</b>					
<b>Timeline (Specific Dates)</b>	<b>Concepts and Skills for the Time Period</b>	<b>Taught Standards</b>	<b>Clarifications/Tested Standards</b>	<b>Resources (textbooks, links, etc.)</b>	<b>I can...</b>
Oct. 7-11	Represent, Count, and Write Numbers 6 to 9	K.CC.3 K.CC.5 K.CC.6 K.CC.7	K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. <b>(Clarifications – Numbers 0-9)</b> K.CC.5 - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things scattered in a configurations; given a number from 1-20, count out that many objects. <b>(Clarifications – Numbers 1-9)</b> K.CC.6 - Identify the number of objects in one group is greater than, less than, or equal to the number of objects in another group. <b>(Clarifications – Numbers to 9)</b> K.CC.7 - Compare two numbers between 1 and 20 presented as written numerals. <b>(Clarifications – Numbers to 9)</b>	Go Math Chapter 3 3.7-3.9  Test on October 11 <sup>th</sup>	I can write, count, and model numbers up to 9 to show how many things are in a set. I can count up to 9 objects in a set. I can tell if the number of things in one group is greater than, less than, or equal to the number of things I another group. I can compare two numbers between 1 and 9.

\*Ongoing standard

<p>Oct. 14-18</p> <p><b>Report Card Pick-Up Day – October 15<sup>th</sup></b></p> <p><b>Homecoming Week</b></p>	<p>Represent and Compare Numbers to 10</p>	<p>K.CC.2 K.CC.3 K.CC.5 K.OA.3* K.OA.4*</p>	<p>K.CC.2 - Count forward beginning from a given number within the known sequence up to 10. K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. <b>(Clarifications – Numbers 0-10)</b> K.CC.5 - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things scattered in a configurations; given a number from 1-20, count out that many objects. <b>(Clarifications – Numbers 1-10)</b></p>	<p>Go Math Chapter 4 4.1-4.4</p>	<p>I can count forward beginning from any number. I can write numbers up to 10. I can count up to 10 objects in a set.</p>
<p>Oct. 21-25</p>	<p>Represent and Compare Numbers to 10</p>	<p>K.CC.2 K.CC.3 K.CC.5 K.CC.6 K.CC.7 K.OA.3* K.OA.4*</p>	<p>K.CC.2 - Count forward beginning from a given number within the known sequence up to 10. K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. <b>(Clarifications – Numbers 0-10)</b> K.CC.5 - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things scattered in a configurations; given a number from 1-20, count out that many objects. <b>(Clarifications – Numbers 1-10)</b> K.CC.6 - Identify the number of objects in one group is greater than, less than, or equal to the number of objects in another group. <b>(Clarifications – Numbers to 10)</b> K.CC.7 - Compare two numbers between 1 and 20 presented as written numerals. <b>(Clarifications – Numbers to 10)</b></p>	<p>Go Math Chapter 4 4.5-4.7</p> <p>Test Nov 25<sup>th</sup></p>	<p>I can count forward beginning from any number. I can write numbers up to 10. I can count up to 10 objects in a set. I can tell if the number of things in one group is greater than, less than, or equal to the number of things I another group. I can compare two numbers between 1 and 9.</p>
<p>Oct.28–Nov 1</p> <p><b>Oct 28-29- Fall Break</b></p>	<p>Measurement</p>	<p>K.MD.2 K.MD.1*</p>	<p>K.MD.2- Directly compare 2 objects with a measureable attribute in common, to see which object has “more of”/“less of” the attribute and describe the difference.</p>	<p>Go Math Chapter 11 11.1-11.3</p>	<p>I can tell which object is longer (or shorter), heavier (or lighter), warmer (or colder), and holds more (or less) than the other object.</p>
<p>Nov. 4-8</p> <p><b>Progress Report – November 8<sup>th</sup></b></p>	<p>Measurement</p>	<p>K.MD.2 K.MD.1</p>	<p>K.MD.2- Directly compare 2 objects with a measureable attribute in common, to see which object has “more of”/ “less of” the attribute and describe the difference. K.MD.1- Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object.</p>	<p>Go Math Chapter 11 11.4-11.5</p> <p>Test November 8th</p>	<p>I can tell which object is longer (or shorter), heavier (or lighter), warmer (or colder), and holds more (or less) than the other object. I can describe the measurable attributes of a given object.</p>

\*Ongoing standard

Nov. 11-15  <b>Nov. 13 - 4 ½ Weeks Test</b>  <b>Thanksgiving Feast</b>	Represent, Count, and Write Numbers 6 to 9  Represent and Compare Numbers to 10  Measurement	<b><u>4 ½ Weeks Test:</u></b>  <b>K.CC.2</b> <b>K.CC.3</b> <b>K.CC.5</b> <b>K.CC.6</b> <b>K.CC.7</b> <b>K.OA.3</b> <b>K.OA.4</b> <b>K.MD.2</b> <b>K.MD.1</b>	<b><u>See Clarifications above for the following standards:</u></b>  <b>K.CC.2</b> <b>K.CC.3</b> <b>K.CC.5</b> <b>K.CC.6</b> <b>K.CC.7</b> <b>K.OA.3</b> <b>K.OA.4</b> <b>K.MD.2</b> <b>K.MD.1</b>	Review Chapters 3, 4, and 11	I can recall information what was taught this nine weeks.
<b>Nov. 18-22 Thanksgiving Break</b>					
Nov. 25-29	Identify and Describe Two- Dimensional Shapes	K.G.2 K.G.4 K.G.6*	K.G.2- Correctly name shapes regardless of their orientations or overall size. K.G.4- Analyze and compare 2-D shapes, in different sizes and orientations using informal language to describe their similarities, differences, parts and other attributes.	Go Math Chapter 9 9.1-9.3	I can name shapes correctly. I can compare two – dimensional shapes and describe their similarities and differences.
Dec. 2-6	Identify and Describe Two- Dimensional Shapes	K.G.2 K.G.4 K.G.6*	K.G.2- Correctly name shapes regardless of their orientations or overall size. K.G.4- Analyze and compare 2-D shapes, in different sizes and orientations using informal language to describe their similarities, differences, parts and other attributes.	Go Math Chapter 9 9.4-9.8	
Dec. 9-13	Identify and Describe Two- Dimensional Shapes	K.G.2 K.G.4 K.G.6	K.G.2- Correctly name shapes regardless of their orientations or overall size. K.G.4- Analyze and compare 2-D shapes, in different sizes and orientations using informal language to describe their similarities, differences, parts and other attributes. K.G.6 - Compose simple shapes to form larger shapes.	Go Math Chapter 9 9.9-9.12  Test December 13 <sup>th</sup>	I can name shapes correctly. I can compare two – dimensional shapes and describe their similarities and differences. I can put shapes together to make new shapes.
Dec.16-20  <b>9 Weeks Testing</b>  <b>Christmas Musical</b>	Represent, Count, and Write Numbers 6 to 9  Represent and Compare Numbers to 10  Measurement  Identify and Describe Two- Dimensional Shapes	<b><u>9 Weeks Test:</u></b>  <b>K.CC.2</b> <b>K.CC.3</b> <b>K.CC.5</b> <b>K.CC.6</b> <b>K.CC.7</b> <b>K.OA.3</b> <b>K.OA.4</b> <b>K.MD.1</b> <b>K.MD.2</b> <b>K.G.2</b> <b>K.G.4</b> <b>K.G.6</b>	<b><u>See Clarifications above for the following standards:</u></b>  <b>K.CC.2</b> <b>K.CC.3</b> <b>K.CC.5</b> <b>K.CC.6</b> <b>K.CC.7</b> <b>K.OA.3</b> <b>K.OA.4</b> <b>K.MD.1</b> <b>K.MD.2</b> <b>K.G.2</b> <b>K.G.4</b> <b>K.G.6</b>	Review Chapters 3, 4, 11, and 9	I can recall information what was taught this nine weeks.

\*Ongoing standard

		<i>K.CC.2</i> <i>K.MD.2</i> <i>K.MD.1</i> <i>K.G.2</i> <i>K.G.4</i> <i>K.G.6</i>	<i>K.CC.2</i> <i>K.MD.2</i> <i>K.MD.1</i> <i>K.G.2</i> <i>K.G.4</i> <i>K.G.6</i>		
<i>Dec. 23-Jan 3</i> <i>Christmas</i> <i>Holiday</i>					
<b>3<sup>rd</sup> NINE WEEKS</b>					
<b>Timeline (Specific Dates)</b>	<b>Concepts and Skills for the Time Period</b>	<b>Taught Standards</b>	<b>Clarifications/Tested Standards</b>	<b>Resources (textbooks, links, etc.)</b>	<b>I Can..</b>
<i>Report Card – January 9<sup>th</sup></i> Jan. 7-10	Addition	K.OA.1 K.OA.2* K.OA.3* K.OA.4* K.OA.5*	K.OA.1- Represent addition with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions, or equations. <i>(Clarifications – Numbers to 10)</i>	Go Math Chapter 5 5.1-5.3	I can show addition using objects, fingers, and drawings.
Jan. 13-17	Addition	K.OA.1 K.OA.2* K.OA.3* K.OA.4* K.OA.5*	K.OA.1- Represent addition with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions, or equations. <i>(Clarifications – Numbers to 10)</i>	Go Math Chapter 5 5.4-5.6	I can show addition using objects, fingers, and drawings.
<i>January 20<sup>th</sup> - MLK Day</i> Jan. 20-24	Addition	K.OA.1 K.OA.2 K.OA.3* K.OA.4* K.OA.5*	K.OA.1- Represent addition with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions, or equations. <i>(Clarifications – Numbers to 10)</i> K.OA.2- Solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem. <i>(Clarifications – Numbers to 10)</i>	Go Math Chapter 5 5.7-5.9	I can show addition using objects, fingers, and drawings. I can solve addition word problems using objects and drawings.

\*Ongoing standard

Jan. 27-Jan. 31  <i>Progress Report– January 31<sup>st</sup></i>	Addition	K.OA.1 K.OA.2 K.OA.3 K.OA.4 K.OA.5	K.OA.1- Represent addition with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions, or equations. <i>(Clarifications – Numbers to 10)</i> K.OA.2- Solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem. <i>(Clarifications – Numbers to 10)</i> K.OA.3 - Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and record each decomposition by a drawing or equation. <i>(Clarifications – Numbers to 10)</i> K.OA.4 - For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings. K.OA.5 - Fluently add and subtract within 5.	Go Math Chapter 5 5.10-5.12  Test January 31 <sup>st</sup>	I can show addition using objects, fingers, and drawings. I can solve addition word problems using objects and drawings. I can decompose numbers in a variety of ways. Example: $5=1+4$ and $5=2+3$ . I can determine the number to add a given number 1-9 to make 10, and show the answer with a drawing or equation. I can fluently add numbers within 0-10.
Feb. 3 –7  <i>Feb. 6- 4 ½ Weeks Test</i>	Subtraction	K.OA.1 K.OA.2* K.OA.5*  <i>4 ½ Weeks Test:</i>  <i>K.OA.1</i> <i>K.OA.2</i> <i>K.OA.3</i> <i>K.OA.4</i> <i>K.OA.5</i>	K.OA.1- Represent addition with objects, fingers, drawings, mental images, sounds, acting out situations, verbal explanations, expressions, or equations. <i>(Clarifications – Numbers to 10)</i>  <i>See Clarifications above for the following standards:</i> <i>K.OA.1</i> <i>K.OA.2</i> <i>K.OA.3</i> <i>K.OA.4</i> <i>K.OA.5</i>	Go Math Chapter 6 6.1-6.2	I can show subtraction using objects, fingers, and drawings.
Feb. 10-14  <i>Valentine’s Day</i>	Subtraction	K.OA.1 K.OA.5 K.OA.2*	K.OA.1- Represent subtraction with objects, fingers, drawings, mental images, sounds, acting out situations, verbal explanations, expressions, or equations. <i>(Clarifications – Numbers to 10)</i> K.OA.5 - Fluently add and subtract within 5.	Go Math Chapter 6 6.3-6.4	I can show subtraction using objects, fingers, and drawings. I can fluently subtract numbers within 0-5.
Feb.17-21	Subtraction	K.OA.1 K.OA.2 K.OA.5	K.OA.1- Represent subtraction with objects, fingers, drawings, mental images, sounds, acting out situations, verbal explanations, expressions, or equations. <i>(Clarifications – Numbers to 10)</i> K.OA.2- Solve addition problems and add within 10, by using objects or drawings to represent the problems. K.OA.5 - Fluently add and subtract within 5.	Go Math Chapter 6 6.5-6.7  Test February 21 <sup>st</sup>	I can show subtraction using objects, fingers, and drawings. I can solve addition word problems using objects and drawings. I can fluently subtract numbers within 0-5.

\*Ongoing standard

Feb. 24–28	Addition and Subtraction	K.OA.1 K.OA.2 K.OA.3 K.OA.4 K.OA.5	K.OA.1 - Represent addition/subtraction with objects, fingers, drawings, mental images, sounds, acting out situations, verbal explanations, expressions, or equations. <i>(Clarifications – Numbers to 10)</i> K.OA.2 - Solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem. <i>(Clarifications – Numbers to 10)</i> K.OA.3 - Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and record each decomposition by a drawing or equation. <i>(Clarifications – Numbers to 10)</i> K.OA.4 - For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings. K.OA.5 - Fluently add and subtract within 5.	Review Addition and Subtraction	I can show addition/subtraction using objects, fingers, and drawings. I can add/subtract numbers within 10. I can solve addition/subtraction word problems using objects and drawings. I can decompose numbers in a variety of ways. Example: 5=1+4 and 5=2+3. I can determine the number to add a given number 1-9 to make 10, and show the answer with a drawing or equation. I can fluently add/subtract numbers within 0-5.
March 2-6 <i>9 Weeks Testing</i>	Addition Subtraction	<u><i>9 Weeks Test:</i></u>  <i>K.OA.1</i> <i>K.OA.2</i> <i>K.OA.3</i> <i>K.OA.4</i> <i>K.OA.5</i>	<u><i>See Clarifications above for the following standards:</i></u>  <i>K.OA.1</i> <i>K.OA.2</i> <i>K.OA.3</i> <i>K.OA.4</i> <i>K.OA.5</i>	Review Chapter 5 and 6	I can recall information that was taught these nine weeks.
<i>March 9-13 Spring Break</i>					

\*Ongoing standard

4 <sup>th</sup> NINE WEEKS					
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Taught Standards	Clarifications/Tested Standards	Resources (textbooks, links, etc.)	I can Statements
March 16-20	Represent, Count, and Write 11 to 19	K.NBT.1 K.CC.3*	K.NBT.1- Compose and decompose numbers from 11 to 19 into tens and ones and some further ones by using objects or drawings, and record each composition or decomposition by a drawing or equation ; understand that these numbers are composed of tens ones and one, two three, four, five, six, seven, eight, or nine ones.	Go Math Chapter 7 7.1-7.4	I can compose and decompose numbers from 0-19 into 10 ones into 1.
March 23-27  <i>Report Card Pick-Up Day – March 26<sup>st</sup></i>	Represent, Count, and Write 11 to 19	K.NBT.1 K.CC.3*	K.NBT.1- Compose and decompose numbers from 11 to 19 into tens and ones and some further ones by using objects or drawings, and record each composition or decomposition by a drawing or equation ; understand that these numbers are composed of tens ones and one, two three, four, five, six, seven, eight, or nine ones.	Go Math Chapter 7 7.5-7.8	I can compose and decompose numbers from 0-19 into 10 ones into 1.
March 30 –April 3	Represent, Count, and Write 11 to 19	K.NBT.1 K.CC.3	K.NBT.1- Compose and decompose numbers from 11 to 19 into tens and ones and some further ones by using objects or drawings, and record each composition or decomposition by a drawing or equation ; understand that these numbers are composed of tens ones and one, two three, four, five, six, seven, eight, or nine ones. K.CC.3 - Write and represent numbers from 0 to 20. <i>(Clarifications – Numbers 0-19)</i>	Go Math Chapter 7 7.9-7.10  Test April 5 <sup>th</sup>	I can compose and decompose numbers from 0-19 into 10 ones into 1. I can represent a group of objects with a written numeral 0-19.

\*Ongoing standard

4 <sup>th</sup> NINE WEEKS					
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Taught Standards	Clarifications/Tested Standards	Resources (textbooks, links, etc.)	I can Statements
April 6-10  <i>April 10-Good Friday</i>	Represent, Count, and Write 20 and Beyond	K.CC.2 K.CC.3 K.CC.5 K.CC.6 K.CC.1* K.CC.7*	K.CC.2 - Count forwards beginning from a given number within the known sequence. K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 -20. K.CC.5 - Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things scattered in a configurations; given a number from 1-20, count out that many objects. <i>(Clarifications – Numbers 1-20)</i> K.CC.6 - Identify whether the number of objects in a group is greater than, less than, or equal to the number of objects in another group. <i>(Clarifications – Numbers to 20)</i>	Go Math Chapter 8 8.1-8.4	I can count forward beginning from a given number within the known sequence. I can represent a group of objects with a written numeral 0-20. I can say "how many" are in a group after counting all the objects in a group. I can tell if the number of things in one group is greater than, less than, or equal to the number of things in another group.
April 13-17  <i>April 13 – Easter Holiday</i>  <i>Progress Report– April 17th</i>	Represent, Count, and Write 20 and Beyond	K.CC.1 K.CC.2 K.CC.3 K.CC.5 K.CC.6 K.CC.7	K.CC.1- I can count to 100 by ones. <i>(Clarifications – Count to 50 by ones, count to 100 by ones, and count to 100 by tens)</i> K.CC.2 - Count forwards beginning from a given number within the known sequence. K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 -20. K.CC.5 - Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things scattered in a configurations; given a number from 1-20, count out that many objects. <i>(Clarifications – Numbers 1-20)</i> K.CC.6 - Identify whether the number of objects in a group is greater than, less than, or equal to the number of objects in another group. <i>(Clarifications – Numbers to 20)</i> K.CC.7- Compare two numbers between 1 and 20 presented as written numerals. <i>(Clarifications – Numbers to 20)</i>	Go Math Chapter 8 8.5-8.8  Test April 16th	I can count to 100 by ones. I can count forward beginning from a given number within the known sequence. I can represent a group of objects with a written numeral 0-20. I can say "how many" are in a group after counting all the objects in a group. I can tell if the number of things in one group is greater than, less than, or equal to the number of things in another group. I can compare two numerals between 1 and 10 and say which numeral has a greater value.

\*Ongoing standard

<p>April 20-24</p> <p><i>April 22nd - 4 ½ Weeks Test</i></p>	<p>Identify and Describe Three – Dimensional Shapes</p>	<p>K.G.2 K.G.4 K.G.1* K.G.3* K.G.5*</p> <p><i>4 ½ Weeks Test:</i></p> <p><i>K.NBT.1 K.CC.1 K.CC.2 K.CC.3 K.CC.5 K.CC.6 K.CC.7</i></p>	<p>K.G.2 - Correctly name shapes regardless of their orientations or overall size. K.G.4 - Analyze and compare two-and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.</p> <p><i>See Clarifications above for the following standards:</i></p> <p><i>K.NBT.1 K.CC.1 K.CC.2 K.CC.3 K.CC.5 K.CC.6 K.CC.7</i></p>	<p>Go Math Chapter 10 10.1-10.3</p>	<p>I can name shapes correctly. I can compare three – dimensional shapes and describe their similarities and differences.</p>
<p>April 27-May 1</p>	<p>Identify and Describe Three – Dimensional Shapes</p>	<p>K.G.2 K.G.3 K.G.4 K.G.1* K.G.5*</p>	<p>K.G.2 - Correctly name shapes regardless of their orientations or overall size. K.G.3 - Identify shapes as two-dimensional (lying in a plane, “flat”) or three – dimensional (“solid”). K.G.4 - Analyze and compare two-and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.</p>	<p>Go Math Chapter 10 10.4-10.6</p>	<p>I can name shapes correctly. I can identify three – dimensional shapes and define them as a “solid”. I can compare three – dimensional shapes and describe their similarities and differences.</p>
<p>May 4-8</p>	<p>Identify and Describe Three – Dimensional Shapes</p>	<p>K.G.1 K.G.2 K.G.3 K.G.4 K.G.5</p>	<p>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. K.G.2 - Correctly name shapes regardless of their orientations or overall size. K.G.3 - Identify shapes as two-dimensional (lying in a plane, “flat”) or three – dimensional (“solid”). K.G.4 - Analyze and compare two-and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes. K.G.5 Model objects in the world by drawing two-dimensional shapes and building three-dimensional shapes.</p>	<p>Go Math Chapter 10 10.7-10.10</p> <p>Test May 8th</p>	<p>I can find and name shapes in my environment. I can name shapes correctly. I can identify three – dimensional shapes and define them as a “solid”. I can compare three – dimensional shapes and describe their similarities and differences. I can build shapes from materials in my environment.</p>

\*Ongoing standard

May 11-15	Classify and Sort Data	K.MD.3	K.MD.3 - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Go Math Chapter 12 12.1-12.5  Test May 15 <sup>th</sup>	I can classify objects into given categories, count the number of objects in each category and sort the category by count.
May 18-22  <i>9 Weeks Testing</i>  <i>May 22<sup>nd</sup> – Students Last Day</i>	Represent, Count, and Write 11 to 19  Represent, Count, and Write 20 and Beyond  Identify and Describe Three – Dimensional Shapes  Classify and Sort Data	<u><i>9 Weeks Test:</i></u>  <i>K.NBT.1</i> <i>K.CC.1</i> <i>K.CC.2</i> <i>K.CC.3</i> <i>K.CC.5</i> <i>K.CC.6</i> <i>K.CC.7</i> <i>K.G.1</i> <i>K.G.2</i> <i>K.G.3</i> <i>K.G.4</i> <i>K.G.5</i> <i>K.MD.3</i>	<u><i>See Clarifications above for the following standards:</i></u>  <i>K.NBT.1</i> <i>K.CC.1</i> <i>K.CC.2</i> <i>K.CC.3</i> <i>K.CC.5</i> <i>K.CC.6</i> <i>K.CC.7</i> <i>K.G.1</i> <i>K.G.2</i> <i>K.G.3</i> <i>K.G.4</i> <i>K.G.5</i> <i>K.MD.3</i>	Review Chapters 7, 8, 10, and 12	I can recall information what was taught this nine weeks.

\*Ongoing standard

\*Ongoing standard