



**Brookhaven School District
Pacing Guide 2018-19
Kindergarten Math**

1 st NINE WEEKS					
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Taught Standards	Clarifications/Tested Standards	Resources (textbooks, links, etc.)	I Can...
August 6-10	Baseline, Assessments Identify and Describe Two-Dimensional Shapes	K.G.2 K.G.4 K.G.6* K.MD.3	K.G.2- Correctly name 2d 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.MD.3- Classify objects/shapes by color; count the number of objects in each category.	Go Math Chapter 9	I can name shapes correctly. I can compare 2 dimensional shapes and describe their similarities and differences. I can put shapes together to make new shapes. I can sort shapes into different categories.
August 13-17	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 and represent numbers up to 5 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 1.1-1.4 1.5-1.9 Chapter 1 Review	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.
August 20-24	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 and represent numbers up to 5 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.		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.
August 27 – August 31 Progress Report Testing/Progress Reports	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 and represent numbers up to 5 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. K.CC.4b- Understand the relationship between numbers and quantities: connect counting to cardinality 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 are 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 5 by using objects or drawings.		

Sept 3-7 Sept 3-Labor Day <i>Sept. 6- 4 ½ Weeks Test</i>	Compare Numbers to 5	4 ½ Weeks Test K.CC.3 K.CC.4a K.CC.4b K.CC.4c K.OA.3 K.CC.6	K.CC.3- Write and represent numbers up to 5 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. K.CC.4b- Understand the relationship between numbers and quantities: connect counting to cardinality 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 are 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 5 by using objects or drawings	Go Math Chapter 2 2.1-2.3 2.4-2.5	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.
Sept 10-14		K.CC.6	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 up to 5		
Sept 17-21	Represent, Count, and Write Numbers 6-9	K.CC.3 K.CC.5 K.CC.6 K.CC.7	K.CC.3- Write and represent numbers up to 9 K.CC.5- Count to answer “how many?” questions about as many as 9 things arranged in a line, a rectangular array, or a circle, or as many as 9 things scattered in a configuration; given a number from 1-9, count out that many objects. 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 up to 9 K.CC.7- Compare two numbers between 1 and 9 presented as written numerals.	Go Math Chapter 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. 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 numbers between 1 and 9.
Sept 24-28	Represent and Compare Numbers to 10	K.CC.2 K.CC.3 K.CC.5 K.OA.3	K.CC.2- Count forward beginning from a given number within the known sequence up to 10. K.CC.3- Write and represent numbers up to 10 K.CC.5- Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 10 things scattered in a configuration; given a number from 1-10, count out that many objects. K.OA.3- Decompose numbers less than or equal to 10 by using objects or drawings	Go Math Chapters 4.1-4.4 (Omit 4.3)	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 decompose numbers less than or equal to 10 into pairs in more than one way.
Oct 1-5 <i>9 Weeks Testing</i>	2/D Shape Review	9 Weeks Test K.CC.2 K.CC.3, K.CC.4a,4b,4c K.CC.5 K.CC.6 K.CC.7, K.OA. 3 K.G.2	See above clarifications regarding: K.CC.2 K.CC.3, K.CC.4a,4b,4c K.CC.5 K.CC.6 K.CC.7 K.OA. 3 K.G.2 K.G.4	Go Math Chapter 9 Review Go Math Chapters 1- 4.4 (Omit 4.3)	

*Ongoing standard

		K.G.4 K.G.6 K.MD.3	K.G.6 K.MD.3		
2 nd NINE WEEKS					
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Taught Standards	Clarifications/Tested Standards	Resources (textbooks, links, etc.)	I can...
Oct 8-12 <i>October 9- Report Card Pick-Up Day</i>	Represent and Compare Numbers to 10	K.CC.2 K.CC.3 K.CC.5 K.CC.6* K.CC.7* K.OA.3* K.OA.4*	K.CC.2- Count forward beginning from a given number within the known sequence up to 10. K.CC.3- Write and represent numbers up to 10 K.CC.5- Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 10 things scattered in a configuration; given a number from 1-10, count out that many objects.	Chapter 4.5-4.7	I can write numbers from 0-10. I can represent a number of objects with a written numeral 0-10. I can count objects 0-10. I can identify and compare numbers with within 0-10. I can count objects in a different arrangement 0-10.
Oct 15-19 Homecoming Week	Ways to Make 10 (Using models, objects, and Drawings)	K.CC.2 K.CC.3 K.CC.4b K.CC.5 K.OA.3 K.OA.4	K.CC.2- Count forward beginning from a given number within the known sequence up to 10. K.CC.3- Write and represent numbers up to 10 K.CC.5- Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 10 things scattered in a configuration; given a number from 1-10, count out that many objects.	Spiral/Review: Go Math Ch 1.7 (Ways to Make 5) Go Math Lesson 4.3	I can tell the values of numbers 0-10. I can determine the number to add a given number 0-9 to make 10. I can say “how many” are in a group after counting all the objects in a group.
Oct 22-26	Represent and Compare Numbers to 10 / Ways to Make 10 Review	K.CC.2 K.CC.3 K.CC.4b K.CC.5 K.CC.6 K.CC.7* K.OA.3 K.OA.4	K.CC.2- Count forward beginning from a given number within the known sequence up to 10. K.CC.3- Write and represent numbers up to 10 K.CC.4b Understand the relationship between numbers and quantities: connect counting to cardinality 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 are counted. K.CC.5- Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 10 things scattered in a configuration; given a number from 1-10, count out that many objects. 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 up to 10. K.OA.3- Decompose numbers less than or equal to 10 by using objects or drawings. 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.	Go Math Ch. 4	
Oct 29– Nov 1 Oct 29-30-Fall Break Nov 2- Progress Reports	Represent, Count, and Write to 20 and Beyond	K.CC.1.	K.CC.1- Count to 50 by ones	Go Math 8.5	I can count to 50 by 1s.
Nov 5-9	Identify and Describe Two-Dimensional Shapes	K.G.2 K.G.4 K.G.6	K.G.2- Correctly name 2d shapes regardless of their orientations or overall size. K.G.4-Analyze and compare 2-d shapes, in different	Go Math Chapter 9 Introduce Chapter 10.8-10.10 Go Math Chapter 12.1	I can name shapes correctly. I can compare 2 dimensional shapes and describe their similarities and

*Ongoing standard

		K.MD.3	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. K.MD.3- Classify objects/shapes by color; count the number of objects in each category.		differences. I can put shapes together to make new shapes. I can sort shapes into different categories.
Nov 12-16 <i>Nov. 12-4 ½ Weeks Test</i> Thanksgiving Feast	Identify and Describe 3d Shapes	4 ½ Weeks Test K.G.2 K.G.3 K.G.4 K.MD.3 K.G.5*	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. K.MD.3- Classify objects/shapes by color; count the number of objects in each category.	Go Math Chapter 10.1-10.5	I can name shapes correctly. I can identify attributes of 3d shapes. I can build shapes from materials from my environment.
Nov 19-23 Thanksgiving Break					
Nov 26-30		K.G.2 K.G.3 K.G.4 K.G.5 K.MD.3	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 Shapes in the world by building shapes from components and drawing shapes. K.MD.3- Classify objects/shapes by color; count the number of objects in each category.	Go Math Chapter 10.6-10.10	
Dec 3-7	Positional Words Measurement	K.G.1 K.MD.1 K.MD.2	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.	Continue to Review Ch. 10.8-10.10 Go Math Chapter 11	I can describe objects with measurable attributes such as length and weight. I can tell which object is longer (or shorter or taller) than the other by comparing them side by side.
Dec 10-14	Classify and Sort Data	K.MD.1 K.MD.2 K.MD.3	K.MD.1- Describe measurable attributes of objects, such as length or weight. Describe several measurable attribute of a single object. K.MD.2- Directly compare two objects with a measurable attribute in common. To see which object has “more of”/ “less of” the attribute and describe the difference.	Continue to Review Chapter 11 Go Math Chapter 12	I can classify objects by size, shape and color.
Dec 17-21 <i>9 Weeks Testing</i> Christmas Musical	Represent and Compare Numbers to 10 Identify and Describe 2d and 3d shapes Positional Words Measurement Classify and Sort Data	9 Weeks Test K.CC.1 K.CC.2 K.CC.3 K.CC.4b K.CC.5 K.CC.6	See Clarifications above for the following standards: K.CC.1 K.CC.2 K.CC.5 K.G.2 K.G.4	Go Math Review Ch. 4, 9, 10, 11, 12	I can recall information what was taught this nine weeks.

*Ongoing standard

		K.CC.7 K.OA.3 K.OA.4 K.G.1 K.G.2 K.G.3 K.G.4 K.G.5 K.G.6 K.MD1 K.MD.2 K.MD.3			
Dec 24-Jan 4 Christmas Holiday					
3rd NINE WEEKS					
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Taught Standards	Clarifications/Tested Standards	Resources (textbooks, links, etc.)	I Can..
Jan 7-11 Jan 9- Report Cards Due	Addition	K.OA.1 K.OA.2* K.OA.3* K.OA.4 K.OA.5*	K.OA.1- Represent addition with objects, fingers, drawings	Go Math Ch. 5.1-5.4	I can fluently add numbers within 0-10. I can add with objects, fingers or drawings. I can decompose numbers in a variety of ways. Example: 5=1+4 and 5=2+3.
Jan 14-18	Addition	K.OA.1 K.OA.2* K.OA.3* K.OA.4 K.OA.5*	K.OA.1- Represent addition with objects, fingers, drawings 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.	Go Math Review Ch. 1.7, 4.3 Go Math Ch. 5.5-5.8	
Jan 21-25 Jan 21- MLK Day	Addition	K.OA.1 K.OA.2* K.OA.3* K.OA.4 K.OA.5*		Continue with Ch. 5.5-5.8 5.9-5.10	
Jan 28-Feb 1 Feb 1- Progress Reports	Addition	K.OA.1 K.OA.2 K.OA.3* K.OA.4 K.OA.5	K.OA.1- Represent addition with objects, fingers, drawings, mental images, sounds, acting out situations, verbal explanations, expressions, or equations. K.OA.2- Solve addition problems and add within 10, by using objects or drawings to represent the problems. 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	5.11-5.12 Ch. 5 Review	
Feb 4 – 8 Feb. 7- 4 ½ Weeks Test	Subtraction	4 ½ Weeks Test K.OA.1 K.OA.2 K.OA.5 K.CC.1* K.OA.3*	K.OA.1- Represent addition with objects, fingers, drawings, mental images, sounds, acting out situations, verbal explanations, expressions, or equations. K.OA.2- Solve addition problems and add within 10, by using objects or drawings to represent the problems. K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given	Go Math 6.1-6.4	

*Ongoing standard

			number by using objects or drawings. K.OA.5 Fluently add and subtract within 5		
Feb 11-15 Valentine's Day	Subtraction	K.CC.1* K.OA.1 K.OA.2 K.OA.5 K.OA.3	K.OA.1- Represent subtraction with objects, fingers, drawings, mental images, sounds, acting out situations, verbal explanations, expressions, or equations. K.OA.2- Solve subtraction problems and add within 10, by using objects or drawings to represent the problems. K.OA.3- Decompose numbers less than or equal to 5 into pairs in more than one way by using objects or drawings and record each decomposition by a drawing or equation.	Go Math 6.5-6.6	I can fluently subtract numbers within 0-5. I can subtract numbers with objects, fingers or drawings. I can solve addition and subtraction words problems. I can identify the difference from addition and subtraction
Feb 18-22 Feb 18- Professional Dev.	Subtraction	K.CC.1* K.OA.1 K.OA.2 K.OA.3 K.OA.5	K.OA.1- Represent addition with objects, fingers, drawings, mental images, sounds, acting out situations, verbal explanations, expressions, or equations. K.OA.2- Solve addition problems and add within 10, by using objects or drawings to represent the problems. K.OA.3- Decompose numbers less than or equal to 5 into pairs in more than one way by using objects or drawings and record each decomposition by a drawing or equation. 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 6.7	I can fluently subtract numbers within 0-5. I can subtract numbers with objects, fingers or drawings. I can solve addition and subtraction words problems. I can identify the difference from addition and subtraction
Feb 25– Mar 1		K.CC.1* K.OA.1 K.OA.2 K.OA.3* K.OA.5	K.OA.1- Represent subtraction with objects, fingers, drawings, mental images, sounds, acting out situations, verbal explanations, expressions, or equations. K.OA.2- Solve subtraction 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 6.7 Go Math 8.6, 8.7	I can fluently subtract numbers within 0-5. I can subtract numbers with objects, fingers or drawings. I can solve addition and subtraction words problems. I can identify the difference from addition and subtraction
Mar 4-8 <i>9 Weeks Testing</i>	Addition Subtraction	9 Weeks Test K.OA.1 K.OA.2 K.OA.3 K.OA.4 K.OA.5	K.OA.1 Represent subtraction with objects, fingers, drawings, mental images, sounds, acting out situations, verbal explanations, expressions, or equations. K.OA.2 Solve subtraction problems and add within 10, by using objects or drawings to represent the problems. 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. 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 Review Ch. 5-6 Go Math 8.6 8.7	I can recall information that was taught these nine weeks.
Mar- 11-15	Spring Break				

*Ongoing standard

4 th NINE WEEKS					
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Taught Standards	Clarifications/Tested Standards	Resources (textbooks, links, etc.)	I can Statements
Mar 18-22 <i>Mar 21- Report Card Pick up Day</i>	Model/Count/Create 11-19	K.CC.2* K.CC.3 K.CC.4A * K.CC.4B* K.CC.4C* K.CC.5* K.NBT.1*	K.CC.3- Write numbers from 0 to 19. Represent a number of objects with a written numeral 0 -15.	Go Math 7.1-7.6	I can write numbers from 0-19. I can represent a number of objects with a written number 0-19
Mar 25-29		K.CC.2 K.CC.3 K.CC.4A * K.CC.4B K.CC.4C K.CC.5 K.NBT.1	K.CC.2- Count forwards beginning from a given number within the known sequence. K.CC.3- Write numbers from 0 to 19. Represent a number of objects with a written numeral 0 -19. 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.		I can represent, count and write numbers.
Apr 1-5		K.CC.2 K.CC.3 K.CC.4A K.CC.4B K.CC.4C K.CC.5 K.NBT.1	k.CC.2- Count forwards beginning from a given number within the known sequence. K.CC.3- Write numbers from 0 to 19. Represent a number of objects with a written numeral 0 -19. 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. K.CC.4B Understand the relationship between numbers and quantities: connect counting to cardinality 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 are counted. K.CC.4C- Understand that each successive number name refers to a quantity that is one larger. 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 in a scattered configuration: given a number from 1-20, count out that many objects. 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 7.7-7.10	I can compose and decompose numbers from 0-19 into 10 ones into 1.
Apr 8-12 April 12-	Model, Count, Write, Order to 20	K.CC.2 K.CC.3	K.CC.2 Count forwards beginning from a given number within the known sequence.	Go Math 8.1-8.4	I can count to 100 by 1s and 10s. I can count forward beginning from a

*Ongoing standard

Progress Reports		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. 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 in a scattered configuration: given a number from 1-20, count out that many objects. 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 by using matching and counting strategies. K.CC.7- compare two numbers between 1 and 10 presented as written numerals.		given number within the known sequence. I can count write numbers 0-20 I can represent a given number of objects with a written number of objects 0-20.
Apr 15-19 4 ½ Weeks Test	Model, Count, Write, Order to 20 Review	4 ½ Weeks Test K.CC.2 K.CC.3 K.CC.4A KCC.4B K.CC.4C K.CC.5 K.NBT.1 K.CC.6 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 19. Represent a number of objects with a written numeral 0 -19. 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. K.CC.4B Understand the relationship between numbers and quantities: connect counting to cardinality 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 are counted. K.CC.4C- Understand that each successive number name refers to a quantity that is one larder. 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 in a scattered configuration: given a number from 1-20, count out that many objects. 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.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 by using matching and counting strategies. K.CC.7 compare two numbers between 1 and 10 presented as written numerals.	Go Math Ch. 7 to 8.4Review	I can recall information that I learned about numbers.
April 19- Good Friday	Count to 100 by tens and ones. 2D and 3D Shape review	K.G.2 K.G.3 K.G.4	K.G.2 Correctly name shapes regardless of their orientations or overall size. K.G.3 Identify shapes as two-dimensional (lying in a	Go Math Ch. 8.6/Review Go Math Chapter 9/10 Review	I can identify shapes regardless of their size. I can make a new shape from a given

*Ongoing standard

		K.G.5 K.G.6 K.MD.3 K.CC.1	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 Shapes in the world by building shapes form components and drawing shapes. K.G.B.6 Compose simple shapes to form larger shapes. K.MD.3- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. K.CC.1- Count TO 75 by tens and ones.		shape. I can to 75 by tens and ones.
Apr 22-26 April 22- Easter Monday	Classify and Sort Data	K.MD.2 K.MD.3 K.G.1	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.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. 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 12.3-12.4 Review shapes 10.8-10.10	I can classify objects into given categories, count the number of objects in each category and sort the category by count. I can identify a group by more or less.
Apr 29-May 3	Review of Addition and Subtraction	K.OA.1 K.OA.2 K.OA.3 K.OA.4 K.OA.5 K.CC.1 *	K.OA.1 Represent addition with objects, fingers, drawings, mental images, sounds, acting out situations, verbal explanations, expressions, or equations. K.OA.2 Solve subtraction problems and add within 10, by using objects or drawings to represent the problems. 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. 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 Ch. 5-6	I can represent addition and subtraction, with numbers, fingers, mental images, objects and sounds. I can solve addition and subtraction word problems. I can add and subtract within 10.
May 6-10	Review of Teen Numbers and Place Value	K.CC.2 K.CC.3 K.CC.4A K.CC.4B K.CC.4C K.CC.5 K.NBT.1 K.CC.1 K.CC.6 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.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. K.CC.4B Understand the relationship between numbers and quantities: connect counting to	Go Math Chapter 7 and 8	I can identify numbers 0-20. I can write a number from 0-20. I can compose and decompose numbers from 11-19 into 10 1s and some further 1s. I can count to 100 by ones.

*Ongoing standard

			<p>cardinality 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 are counted.</p> <p>K.CC.4C Understand that each successive number name refers to a quantity that is one larder.</p> <p>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 in a scattered configuration: given a number from 1-20, count out that many objects.</p> <p>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.</p> <p>K.CC.1- I can count to 100 by ones</p> <p>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 by using matching and counting strategies.</p> <p>K.CC.7 compare two numbers between 1 and 10 presented as written numerals.</p>		
<p>May 13-17</p> <p><i>9 Weeks Testing</i></p>		<p>9 Weeks Test</p> <p>K.CC.2 K.CC.3 K.CC.4A KCC.4B K.CC.4C K.CC.5 K.NBT.1 K.CC.1 K.CC.6 K.CC.7</p>	<p>K.CC.2 Count forwards beginning from a given number within the known sequence.</p> <p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 -20.</p> <p>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.</p> <p>K.CC.4B Understand the relationship between numbers and quantities: connect counting to cardinality 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 are counted.</p> <p>K.CC.4C Understand that each successive number name refers to a quantity that is one larder.</p> <p>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 in a scattered configuration: given a number from 1-20, count out that many objects.</p> <p>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</p>		

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<p>May 20-23</p> <p>May 23- Students Last Day</p>	<p>Introduction to Time and Money</p>			<p>Step-up to first grade</p>	<p>I can identify coins and their values. I can tell time to the hour.</p>

*Ongoing standard

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