Monroe County Schools
Kindergarten
Math Pacing Guide
2015 - 2016

Kindergarten Overview

Counting and Cardinality [CC]
• Know number names and the count sequence.
• Count to tell the number of objects.
• Compare numbers.

Operations and Algebraic Thinking [OA]
• Understand addition as putting together and adding to,
  and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten [NBT]
• Work with numbers 11–19 to gain foundations for place value.

Measurement and Data [MD]
• Describe and compare measurable attributes.
• Classify objects and count the number of objects in categories.

Geometry [G]
• Identify and describe shapes.
• Analyze, compare, create, and compose shapes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Monroe County Schools
Kindergarten
Math Pacing Guide
2015 - 2016

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
First Quarter					
1st Quarter 0-20	1. Count to 100 by ones and by tens. [K-CC1].	Investigations 1.1, 1.2, 1.3, 6.1/7.1 calendar Education Galaxy Engage NY K-5 mathteachingresource.com www.mathgametime.com	counting numerals	I can count to 100 by ones. I can count to 100 by tens.	
1st Quarter within 20	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). [K-CC2]	Investigations 6.1/7.1 Education Galaxy Engage NY K-5 mathteachingresource.com www.mathgametime.com	sequence order number forward	I can count starting with any number.	

Resources for all standards: Education Galaxy   Engage NY   K-5 mathteachingresource.com   www.mathgametime.com

Monroe County Schools
Kindergarten
Math Pacing Guide
2015 - 2016

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
First Quarter (continued)					
1st Quarter 1-5	3. Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). [K-CC3]	1st Quarter Investigations Unit 1 2.1 Envisions 2-4, 2-5,1-3,1-6,3-2,3-4,3-6	sets numerals more/fewer	I can write the numbers from 0 to 20.	
1st Quarter Groups of 5	4. Understand the relationship between numbers and quantities; connect counting to cardinality. [K-CC4].	1st Quarter Investigations 4.1-4.4, 5.1-5.5 7.1-7.5 Envisions	represent sets ordinal numbers first second third fourth fifth	I can write the numeral for the number of objects I counted.	
1st Quarter Within 10	4.a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. [K-CC4]	Envisions Topics 1 - 5	number words zero – ten more, less	I can say the number as I count each object.	
1st Quarter Within 10	4.b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. [K-CC4b]	Investigations Continued-Units 4-7 Envisions Topic 3, Topic 5		I can understand the last number I said is the total number of objects I counted.	

Resources for all standards: Education Galaxy   Engage NY   K-5 mathteachingresource.com   www.mathgametime.com

Monroe County Schools
Kindergarten
Math Pacing Guide
2015 - 2016

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
	First Quarter (continued)				
1st Quarter Between 1 & 10	6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.) [K-CC6]	Investigations 2.1-2.2, 6.1,2 7.2 <hr> Envisions Topic 2 Topic 4	Greater Less Equal	I can compare groups of objects to decide which is greater than, less than, or equal to.	
1st Quarter	18. Correctly name shapes regardless of their orientation or overall size. [K-G2]	Investigations 1.2 5.1-5.3 7.2-7.3 Envisions Topic 14		I can name shapes.	
1st Quarter	21. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. [K-G5]			I can build and draw shapes.	
First Quarter Notes					

Resources for all standards: Education Galaxy   Engage NY   K-5 mathteachingresource.com   www.mathgametime.com

Monroe County Schools
Kindergarten
Math Pacing Guide
2015 - 2016

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
Second Quarter					
2nd Quarter 1-31	1. Count to 100 by ones and by tens. [K-CC1].	Envisions 6-1, calendar	counting numerals	I can count to 100 by ones. I can count to 100 by tens.	
2nd Quarter within 31	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). [K-CC2]	Envisions 5-5 calendar	sequence order number forward	I can count starting with any number.	
2nd Quarter 0-15	3. Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). [K-CC3]	2nd Quarter Investigations 1.1, 2.1, 4.1, 5.1, 6.1, 7.1 Envisions 2-4, 2-5, 1-3,1-6, 3-2,3-4, 3-6	sets numerals	I can write the numbers from 0 to 20.	
2nd Quarter Within 15	4. Understand the relationship between numbers and quantities; connect counting to cardinality. [K-CC4].	2nd Quarter Investigations 1.1-2.1,4.1-6.1 Envisions 2-8	represent sets ordinal numbers first second third fourth fifth	I can write the numeral for the number of objects I counted.	

Resources for all standards: Education Galaxy   Engage NY   K-5 mathteachingresource.com   www.mathgametime.com

Monroe County Schools
Kindergarten
Math Pacing Guide
2015 - 2016

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
Second Quarter (continued)					
2nd Quarter Within 20	4.a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. [K-CC4]	Envisions Topics 1 - 5	number words zero – ten more, less	I can say the number as I count each object.	
2nd Quarter Within 20	4.b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. [K-CC4b]	Envisions Topic 3, Topic 5		I can understand the last number I said is the total number of objects I counted.	
2nd Quarter Within 20	4.c. Understand that each successive number name refers to a quantity that is one larger.[K-CC4c]	Envisions 2-7		I can understand that each number name is one more than the last number name.	
2nd Quarter Within 20	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-CC5]	Investigations 1.1-2.1, 4.1-5.1, 7.1 Envisions Topics 1, 2, 3 & 6	Patterns Estimate	I can count objects to answer questions.	

Resources for all standards: Education Galaxy   Engage NY   K-5 mathteachingresource.com   www.mathgametime.com

Monroe County Schools
Kindergarten
Math Pacing Guide
2015 - 2016

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
	Second Quarter (continued)				
2nd Quarter Within 5	6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.) [K-CC6]	Envisions Topic 2 Topic 4	Greater Less Equal	I can compare groups of objects to decide which is greater than, less than, or equal to.	
Second Quarter Notes					
First Semester Notes					

Resources for all standards: Education Galaxy   Engage NY   K-5 mathteachingresource.com   www.mathgametime.com

Monroe County Schools
Kindergarten
Math Pacing Guide
2015 - 2016

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
Third Quarter					
3rd Quarter 1-50 by ones 1-50 by tens	1. Count to 100 by ones and by tens. [K-CC1].	Envisions 6-1, 3rd Quarter Investigations Unit 1 Envisions Topic 6 Calendar	counting numerals	I can count to 100 by ones. I can count to 100 by tens.	
3rd Quarter Within 50	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). [K-CC2]	Envisions 5-5 3rd Quarter Investigations 6.1-4 Envisions 4-8,4-9, 5-5 Calendar	sequence order number forward	I can count starting with any number.	
3rd Quarter Write to 20	3. Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). [K-CC3]	3rd Quarter Investigations 1.1-2.2, 4.1-5.3 Envisions 1-6, 2-4, 2-5, 3-2, 3-4, 3-6	sets numerals more/fewer	I can write the numbers from 0 to 20.	

Resources for all standards: Education Galaxy   Engage NY   K-5 mathteachingresource.com   www.mathgametime.com

Monroe County Schools
Kindergarten
Math Pacing Guide
2015 - 2016

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
Third Quarter (continued)					
3rd Quarter Groups of 20	4. Understand the relationship between numbers and quantities; connect counting to cardinality. [K-CC4].	3rd Quarter Investigations Units 1-2, 4, 6, 7 Envisions 2-8	represent sets ordinal numbers first second third fourth fifth	I can write the numeral for the number of objects I counted.	
3rd Quarter Within 10	6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.) [K-CC6]	3rd Quarter Investigations Unit 7 Envisions 2-1, 2-2, 2-3, 2-6, 2-9 Topic 4	Greater Less Equal	I can compare groups of objects to decide which is greater than, less than, or equal to.	
3rd Quarter Within 10	8. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.) [KOA1]	Investigations Unit 4.1-4, 6.1-4 Envisions Topic 7 Topic 8		I can show addition. I can show subtraction.	

Resources for all standards: Education Galaxy   Engage NY   K-5 mathteachingresource.com   www.mathgametime.com

Monroe County Schools
Kindergarten
Math Pacing Guide
2015 - 2016

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
Third Quarter (continued)					
3rd Quarter Within 10	9. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. [K-OA2]	Investigations 4.1-4 Envisions 7-7, 8-8		I can add to solve word problems. I can subtract to solve word problems.	
3rd Quarter Within 10	10. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings and record each decomposition by a drawing or equation (e.g., 5=2+3 and 5=4+1). [KOA3]	Investigations 4.1-4.4 6.1-6.4 Envisions Topic 9		I can break apart numbers into pairs in many ways. I can use objects and drawings to add a number to another number to make 10.	
3rd Quarter Make 10	11. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. [KOA4]	Investigations 4.1-4.4 Envisions 9-7		I can make combinations of 10 using two numbers. I can show what number is needed to add to another number to make 10.	
3rd Quarter	12. Fluently add and subtract within 5. [KOA5]	Investigations 6.1-6.4 Envisions 7-6, 8-8		I can quickly add numbers up to 5.	
3rd Quarter	17. 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.* [KG1]	Investigations 5.1-5.3 7.2-2.3 Envisions Topic 15	Above, below, beside, in front of , behind, next to	I can describe objects around me by their shape and where they are found.	

Resources for all standards: Education Galaxy Engage NY K-5 mathteachingresource.com www.mathgametime.com

Monroe County Schools
Kindergarten
Math Pacing Guide
2015 - 2016

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
Third Quarter (continued)					
3rd Quarter	19. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). [K-G3]	Investigations 5.1-3 Envisions 14-6 14-7		I can tell if a shape is flat or solid.	
3rd Quarter	20. Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices or "corners"), and other attributes (e.g., having sides of equal length). [K-G4]	Investigations Unit 4.1-3 Envisions 16-1, 16-3, 16-5		I can describe how shapes are alike and different.	
Third Quarter Notes					

Resources for all standards: Education Galaxy   Engage NY   K-5 mathteachingresource.com   www.mathgametime.com

Monroe County Schools
Kindergarten
Math Pacing Guide
2015 - 2016

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
Fourth Quarter					
4th Quarter 1-100 by ones 1-100 by tens	1. Count to 100 by ones and by tens. [K-CC1].	4th Quarter Investigations Unit 1 Envisions Topic 6 calendar	counting numerals	I can count to 100 by ones. I can count to 100 by tens.	
4th Quarter within 100	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). [K-CC2]	4th Quarter Investigations 6.1-6.4 Envisions 4-8, 4-9, 5-5 calendar	sequence order number forward	I can count starting with any number.	
4th Quarter	7. Compare two numbers between 1 and 10 presented as written numerals. ([K-CC7)	Investigations 6.1-6.4 Envisions 4-10	more/less greater than less than	I can compare two written numerals to decide which is greater than, less than, or equal to.	
4th Quarter	13. Compose and decompose numbers from 11-19 into tens and ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18=10+8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. [K-NBT1]	Envisions Topic 10 Topic 11 Kindergartenworks.com		I can show how the numbers 11-19 are made of ten ones and more ones.	

Resources for all standards: Education Galaxy   Engage NY   K-5 mathteachingresource.com   www.mathgametime.com

Monroe County Schools
Kindergarten
Math Pacing Guide
2015 - 2016

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
Fourth Quarter (continued)					
4th Quarter	14. Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object. [K-MD1]	Investigations 2.1-2.2, 4.1-4.4, 6.1-6.4 Envisions 12-1		I can describe objects.	
4th Quarter	15. Directly compare two objects, with a measurable attribute in common, to see which object has "more of" or "less of" the attribute, and describe the difference. [KMD2] Example: Directly compare the heights of two children, and describe one child as taller or shorter.	Investigations 2.1-2.2, 4.1-4.4, 6.1-6.4 Envisions Topic 12		I can compare two objects.	
4th Quarter	16. Classify objects into given categories; count the number of objects in each category, and sort the categories by count. (Limit category counts to be less than or equal to 10.) [KMD3]	Investigations 1.1-1.3, 2.1-2.2, 4.1-4.4, 6.1-6.4, 7.1-7.3 Envisions Topic 13		I can sort and count objects.	
4th Quarter	22. Compose simple shapes to form larger shapes. [K-G6] Example: "Can you join these two triangles with full sides touching to make a rectangle?"	Investigations 5.1-3 Envisions 16-2		I can put shapes together to make another shape.	

Resources for all standards: Education Galaxy   Engage NY   K-5 mathteachingresource.com   www.mathgametime.com

Monroe County Schools
Kindergarten
Math Pacing Guide
2015 - 2016

Month Introduced	Common Core (AL COS 2013)	Resources	Vocabulary	I Can	Date Tested
Fourth Quarter Notes					
Second Semester Notes					

Resources for all standards: Education Galaxy   Engage NY   K-5 mathteachingresource.com   www.mathgametime.com

Monroe County Schools
Kindergarten
Math Pacing Guide
2015 - 2016
Formative Assessment Schedule

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
AL CCRS Standards	AL CCRS Standards	AL CCRS Standards	AL CCRS Standards
K CC1 (0-20)		3 4 4a 4b 4c 5 6	1.K.CC1 (1 -100) 1 2 7 8 9 10 11 12 13 14 15 16 17 18 1 20 21 22

Resources for all standards: Education Galaxy   Engage NY   K-5 mathteachingresource.com   www.mathgametime.com