Pacing Guide
2024-2025
Created November 2023

2024-2025 Kindergarten Accomack County Public Schools Mathematics Pacing Guide

- **The ACPS Math Pacing Guide, HMHCo. GO MATH (ACPS core math program), and the VDOE curriculum framework are used in planning instruction.**
- **Spiral Review (Daily for 5-10mins.)**

First Nine Weeks

	Standards of Learning	Notes
Week 1	**Calendar and manipulatives introduction** K.MG.3 The student will describe the units of time represented in a calendar. Students will demonstrate the following Knowledge and Skills: a) Identify a calendar as a tool used to measure time. b) Name the days of the week and state that there are seven days in one week. c) Determine the day before and after a given day (e.g., yesterday, today, tomorrow). d) Name the twelve months of the year and state that there are twelve months in one year. e) Distinguish between days of the week and months of the year.	NOTE: Begin to incorporate into calendar routines and other mathematics opportunities. Name the twelve months of the year. Name the seven days of the week; given day (e.g., yesterday, today, tomorrow) Focus on usage of manipulatives for counting (counting bears, pattern blocks, linking cubes, dice, dominoes, 2 color counters, play-doh, wiki-sticks, etc.)

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Weeks 2-3	**<u>Numbers 0-5</u>** **K.NS.1** The student will utilize flexible counting strategies to determine and describe quantities up to 100 Students will demonstrate the following Knowledge and Skills: a)Use one-to-one correspondence to determine how many are in a given set containing 30 or fewer concrete objects (e.g., cubes, pennies, balls), and describe the last number named as the total number of objects counted. b) Recognize and explain that the number of objects remains the same regardless of the arrangement or the order in which the objects are counted. c) Represent forward counting by ones using a variety of tools, including five-frames, ten-frames, and number paths (a prelude to number lines). **K.NS.2** The student will identify, represent, and compare quantities up to 30 (**0-5 at this point**). a) Read, write, and identify the numerals 0 through 30. (**0-5 at this point**) b) Construct a set of objects that corresponds to a given numeral within 30 (**0-5 at this point**), including an empty set. c) Determine and write the numeral that corresponds to the total number of objects in a given set of 30 (**0-5 at this point**) or fewer concrete objects or pictorial models.	**Teach numbers 0-5 for mastery;** 0-10 will be covered in 2nd 9 weeks. Objects may be arranged in line, rectangular array, or a scatter configuration. Tell how many by counting (conservation of a number). Focus on usage of manipulatives for counting (counting bears, pattern blocks, linking cubes, dice, dominoes, 2 color counters, play-doh, wiki-sticks, etc.) Introduce and use five-frames as a tool.

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Week 4	**Comparing 0-5 least, greatest, same as (vocabulary)** **K.NS.2** The student will identify, represent, and compare quantities up to 30. d) Given a set of up to 30 (**0-5 at this point**) objects, construct another set which has more, fewer, or the same number of objects using concrete or pictorial models. e) Given a numeral up to 30 (**0-5 at this point**), construct a set which has more, fewer, or the same number of objects using concrete or pictorial models. f) Compare two sets containing up to 30 **(0-5 at this point**) concrete objects or pictorial models, using the terms *more*, *fewer*, or the *same as* (*equal to*). g) Compare numbers up to 30 (**0-5 at this point**), to the benchmarks of 5 and 10 using various models (e.g., five frames, ten frames, number paths [a prelude to number lines], beaded racks, hands) using the terms *greater than*, *less than*, or the *same as* (*equal to*).	Focus on using the vocabulary: most, greater than, less than, least, fewer, same as, and equal to
Week 5	**Decomposing and composing to 5 using part-part-whole relationships** **K.CE.1** The student will model and solve single-step contextual problems using addition and subtraction with whole numbers within 10. Students will demonstrate the following Knowledge and Skills: a) Use objects, drawings, words, or numbers to compose and decompose numbers less than or equal to 5 in multiple ways. b) Recognize and describe with fluency part-part-whole relationships for numbers up to 5 in a variety of configurations. c) Model and identify the number that makes 5 when added to a given number less than or equal to 5.	Tools to use include: 2 color counters, 5 and 10 frames
Weeks 6-7	**Shapes** **K.MG.2** The student will identify, describe, name, compare, and construct plane figures (circles, triangles, squares, and rectangles).	Build vocabulary this 9 weeks. Examples, non-examples Sides, vertices, angles

	Students will demonstrate the following Knowledge and Skills: a) Identify and name concrete and pictorial representations of circles, triangles, squares, and rectangles regardless of their orientation in space. b) Describe triangles, squares, and rectangles to include the number of sides and number of vertices. c) Describe a circle using terms such as *round* and *curved*. d) Distinguish between examples and nonexamples of identified plane figures (circles, triangles, squares, and rectangles). e) Compare and contrast two plane figures using characteristics to describe similarities and differences. f) Construct plane figures (circles, triangles, squares, and rectangles) using a variety of materials (e.g., straws, sticks, pipe cleaners).	Sort by one or two attributes Vary orientation of shapes Analyze and compare two-dimensional shapes Describe shapes in environment Relative positions- above, below, in front of, next to
Weeks 8-9	**<u>Sorting and classify</u>** **K.PS.1** The student will apply the data cycle (pose questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on object graphs and picture graphs. Students will demonstrate the following Knowledge and Skills: a) Sort and classify concrete objects into appropriate subsets (categories) based on one attribute (e.g., size, shape, color, thickness). b) Describe and label attributes (e.g., size, color, shape) of a set of objects (e.g., coins, counters, buttons) that has been sorted.	Color, shape, size and or thickness Sort coins by attributes such as color, size, thickness, symbol as an introduction to 1st grade standard.

Second Nine Weeks

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	Standards of Learning	Notes
Weeks 10- 11	**<u>Numbers 6-10 and counting to 30</u>** **K.NS.1** The student will utilize flexible counting strategies to determine and describe quantities up to 100 a)Use one-to-one correspondence to determine how many are in a given set containing 30 or fewer concrete objects (e.g., cubes, pennies, balls), and describe the last number named as the total number of objects counted. b) Recognize and explain that the number of objects remains the same regardless of the arrangement or the order in which the objects are counted. c) Represent forward counting by ones using a variety of tools, including five-frames, ten-frames, and number paths (a prelude to number lines). **K.NS.2** The student will identify, represent, and compare quantities up to 30 (**6-10 at this point**). a) Read, write, and identify the numerals 0 through 30. (**6-10 at this point**) b) Construct a set of objects that corresponds to a given numeral within 30 (**6-10 at this point**), including an empty set. c) Determine and write the numeral that corresponds to the total number of objects in a given set of 30 (**0-10 at this point**) or fewer concrete objects or pictorial models.	Mastering of counting forward 0-10 in 1st nine weeks. Students will continue to work on counting to 100 daily. Counting 0- 50 should be mastered at the end of the 2nd 9 weeks. Comparing 2 sets this 9 weeks using sets up to 10 objects
Week 12	**K.NS.2** The student will identify, represent, and compare quantities up to 30. d) Given a set of up to 30 (**0-10 at this point**) objects, construct another set which has	

	more, fewer, or the same number of objects using concrete or pictorial models. e) Given a numeral up to 30 (**0-10 at this point**), construct a set which has more, fewer, or the same number of objects using concrete or pictorial models. f) Compare two sets containing up to 30 **(0-10 at this point**) concrete objects or pictorial models, using the terms *more*, *fewer*, or the *same as* (*equal to*). g) Compare numbers up to 30 (**0-10 at this point**), to the benchmarks of 5 and 10 using various models (e.g., five frames, ten frames, number paths [a prelude to number lines], beaded racks, hands) using the terms *greater than*, *less than*, or the *same as* (*equal to*).	
Week 13	**<u>Composing and decomposing within 10 using part-part whole relationships</u>** **K.CE.1** The student will model and solve single-step contextual problems using addition and subtraction with whole numbers within 10. d) Use objects, drawings, words, or numbers to compose and decompose numbers less than or equal to 10 in multiple ways. e) Model and identify the number that makes 10 when added to a given number less than or equal to 10.	Tools to use include: 2 color counters, 10 frames
Weeks 14-15	**<u>Graphing and Data Collection</u>** **K.PS.1** The student will apply the data cycle (pose questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on object graphs and picture graphs. c) Pose questions, given a predetermined context, that require the collection of data (limited to 25 or fewer data points for no more than four categories). d) Determine the data needed to answer a posed question, and collect the data using various methods (e.g., counting objects, drawing pictures). e) Organize and represent a data set (vertically or horizontally) by sorting concrete objects into organized groups to form a simple object graph.	Data points should be limited to 25 or fewer with no more than 4 categories Arrange concrete objects into organized groups to form a simple object graph Display gathered data, using pictures to form a simple picture Display gathered data in tables, either in rows or columns

	f) Organize and represent a data set (vertically or horizontally) using pictures to form a simple picture graph. g) Analyze data represented in object graphs and picture graphs and communicate results: i) ask and answer questions about the data represented in object graphs and picture graphs (e.g., how many in each category, which categories have the greatest, least, or the same amount of data); and ii) draw conclusions about the data and make predictions based on the data.	Answer questions describing the categories of data and the data as a whole and its parts Describe the data using greatest, least, same Stress vocabulary: vertically and horizontally when discussing data cycle
Weeks 16- 17	**<u>Patterns</u>** **K.PFA.1** The student will identify, describe, extend, and create simple repeating patterns using various representations. a) Identify and describe the core found in repeating patterns. b) Extend a repeating pattern by adding at least two complete repetitions of the core to the pattern. c) Create and describe a repeating pattern using objects, colors, sounds, movements, or pictures.	Use patterns of common objects, sounds, and movements · Identify the core in a repeating pattern · Extend a repeating pattern by adding at least two repetitions to the pattern · Create a repeating pattern · Compare similarities and differences between patterns Transfer a repeating pattern from one representation to another
Week 18	**<u>Identifying and state the number before and after</u>** **K.NS.1** The student will utilize flexible counting strategies to determine and describe quantities up to 100. g) State the number after, without counting, when given any number between 0 and 30. h) State the number before, without counting, when given any number between 1 and 20.	Students should master counting to 50 orally by ones this week.

	d) Count forward orally by ones from 0 to 100.	

Third Nine Weeks

	Standards of Learning	Notes
Weeks 19-20	**Addition to 10** **K.CE.1** The student will model and solve single-step contextual problems using addition and subtraction with whole numbers within 10. c) Model and identify the number that makes 5 when added to a given number less than or equal to 5. d) Use objects, drawings, words, or numbers to compose and decompose numbers less than or equal to 10 in multiple ways. e) Model and identify the number that makes 10 when added to a given number less than or equal to 10. f) Model and solve single-step contextual problems (join, separate, and part-part-whole) using 10 or fewer concrete objects.	
Weeks 21-23	**Numbers 11-20 and counting to 75** **K.NS.1**◈ The student will utilize flexible counting strategies to determine and describe quantities up to 100 a)Use one-to-one correspondence to determine how many are in a given set containing 30 or fewer concrete objects (e.g., cubes, pennies, balls), and describe the last number named as the	.

	total number of objects counted. b) Recognize and explain that the number of objects remains the same regardless of the arrangement or the order in which the objects are counted. c) Represent forward counting by ones using a variety of tools, including five-frames, ten-frames, and number paths (a prelude to number lines). d) Count forward orally by ones from 0 to 100. **K.NS.2** The student will identify, represent, and compare quantities up to 30 (**11-20 at this point**). a) Read, write, and identify the numerals 0 through 30. (**11-20 at this point**) b) Construct a set of objects that corresponds to a given numeral within 30 (**11-20 at this point**), including an empty set. c) Determine and write the numeral that corresponds to the total number of objects in a given set of 30 (**0-20 at this point**) or fewer concrete objects or pictorial models.	
Week 24	**<u>Comparing sets to 20</u>** **K.NS.2** The student will identify, represent, and compare quantities up to 30. d) Given a set of up to 30 (**0-20 at this point**) objects, construct another set which has more, fewer, or the same number of objects using concrete or pictorial models. e) Given a numeral up to 30 (**0-20 at this point**), construct a set which has more, fewer, or the same number of objects using concrete or pictorial models. f) Compare two sets containing up to 30 **(0-20 at this point**) concrete objects or pictorial models, using the terms *more*, *fewer*, or the *same as* (*equal to*). g) Compare numbers up to 30 (**0-20 at this point**), to the benchmarks of 5 and 10 using various models (e.g., five frames, ten frames, number paths [a prelude to number lines],	Do a shape spiral review in flexible groups for any students not yet mastering 4 basic shapes

	beaded racks, hands) using the terms *greater than*, *less than*, or the *same as* (*equal to*).	
Week 25	**<u>Decompose and composing teen numbers</u>** **K.NS.1**◈ The student will utilize flexible counting strategies to determine and describe quantities up to 100 i) Use objects, drawings, words, or numbers to compose and decompose numbers 11-19 into a ten and some ones.	
Weeks 26-27	**<u>Subtraction within 10</u>** **K.CE.1** The student will model and solve single-step contextual problems using addition and subtraction with whole numbers within 10. f) Model and solve single-step contextual problems (join, separate, and part-part-whole) using 10 or fewer concrete objects.	

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Fourth Nine Weeks

	Standards of Learning	Notes
Weeks 28-29	**Comparing measurement and mastery to 75** **K.MG.1** The student will reason mathematically by making direct comparisons between two objects or events using the attributes of length, height, weight, volume, and time. a) Use direct comparisons to compare, describe, and justify the: i) lengths of two objects using the terms longer or shorter; ii) heights of two objects using the terms taller or shorter; iii) weights of two objects using the terms heavier or lighter; iv) volumes of two containers using the terms more or less; and v) amount of time spent on two events using the terms longer or shorter.	
Weeks 30-31	**Numbers 20-30** **K.NS.1**◈ The student will utilize flexible counting strategies to determine and describe quantities up to 100 a)Use one-to-one correspondence to determine how many are in a given set containing 30 or fewer concrete objects (e.g., cubes, pennies, balls), and describe the last number named as the total number of objects counted. b) Recognize and explain that the number of objects remains the same regardless of the arrangement or the order in which the objects are counted.	

	c) Represent forward counting by ones using a variety of tools, including five-frames, ten-frames, and number paths (a prelude to number lines). d) Count forward orally by ones from 0 to 100. **K.NS.2** The student will identify, represent, and compare quantities up to 30 (**0-30 at this point**). a) Read, write, and identify the numerals 0 through 30. (**0-30 at this point**) b) Construct a set of objects that corresponds to a given numeral within 30 (**0-30 at this point**), including an empty set. c) Determine and write the numeral that corresponds to the total number of objects in a given set of 30 (**0-30 at this point**) or fewer concrete objects or pictorial models.	
Week 32	**Quantities to 30** **K.NS.2** The student will identify, represent, and compare quantities up to 30. d) Given a set of up to 30 (**0-30 at this point**) objects, construct another set which has more, fewer, or the same number of objects using concrete or pictorial models. e) Given a numeral up to 30 (**0-30 at this point**), construct a set which has more, fewer, or the same number of objects using concrete or pictorial models. f) Compare two sets containing up to 30 **(0-30 at this point**) concrete objects or pictorial models, using the terms *more*, *fewer*, or the *same as* (*equal to*). g) Compare numbers up to 30 (**0-30 at this point**), to the benchmarks of 5 and 10 using various models (e.g., five frames, ten frames, number paths [a prelude to number lines], beaded racks, hands) using the terms *greater than*, *less than*, or the *same as* (*equal to*).	

Week 33	**Counting on from any given number** **K.NS.1**◈ The student will utilize flexible counting strategies to determine and describe quantities up to 100 e) Count forward orally by ones, within 100, starting at any given number. f) Count backward orally by ones when given any number between 1 and 20.	
Week 34	**Counting by tens** **K.NS.1**◈ The student will utilize flexible counting strategies to determine and describe quantities up to 100 j) Group a collection of up to 100 objects (e.g., counters, pennies, cubes) into sets of ten and count by tens to determine the total (e.g., there are 3 groups of ten and 6 leftovers, 36 total objects).	
Week 35-36	Review Kdg. SOLs and introduce Gr. 1 skills and concepts First Grade concepts: **1.NS.1** The student will utilize flexible counting strategies to determine and describe quantities up to 120. f) Identify a penny, nickel, and dime by their attributes and describe the number of pennies equivalent to a nickel and a dime. **1.PFA.1** The student will identify, describe, extend, create, and transfer repeating patterns and increasing patterns using various representations. a) Identify and describe repeating and increasing patterns.	Suggestions for skills to review: patterns, shapes, addition and subtraction, and graphing During calendar, introduce ordinal numbers.

	b) Analyze a repeating or increasing pattern and generalize the change to extend the pattern using objects, colors, movements, pictures, or geometric figures. c) Create a repeating or increasing pattern using objects, pictures, movements, colors, or geometric figures. d) Transfer a repeating or increasing pattern from one form to another. **1.MG.3** The student will demonstrate an understanding of the concept of passage of time (to the nearest hour and half-hour) and the calendar. h) Use ordinal numbers first through tenth to describe the relative position of specific days/dates (e.g., What is the first Monday in October? What day of the week is May 6th?).	