



# WEST BOLIVAR CONSOLIDATED SCHOOL DISTRICT

# Mathematics Pacing Guide

**KINDERGARTEN**

Term 1



**KINDERGARTEN**

**FIRST NINE WEEKS**

Unit 1: Identify and Describe 2D Shapes		<i>Suggested</i> Number of Days for Unit: 10 days
Standards		<i>Suggested</i> Number of Instructional Days
K.G.A.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.		4 Days
K.G.A.2 Correctly name shapes regardless of their orientations or overall size.		4 Days
Unit Review		1 Day
Unit Assessment		1 Day



Unit 2: Count to 20 & Represent Quantities to 5

Suggested Number of Days for Unit: 15 days

Standards	Suggested Number of Instructional Days
<p>K.CC.A.1 Count to 100 by ones and by tens.</p>	<p>1 Day</p>
<p>K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	<p>2 Days</p>
<p>K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p>	<p>2 Days</p>
<p>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>c. Understand that each successive number name refers to a quantity that is one larger.</li> </ul>	<p>2 Days</p>
<p>K.CC.B.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>2 Days</p>



Unit 2: Count to 20 & Represent Quantities to 5		<i>Suggested Number of Days for Unit: 15 days</i>
Standards		<i>Suggested Number of Instructional Days</i>
K.CC.C.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.		2 Days
K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.		2 Days
Unit Review		1 Day
Unit Assessment		1 Day

Unit 3: Understand Addition as Putting Together & Adding To (Quantities to 5)		<i>Suggested Number of Days for Unit: 15 days</i>
Standards		<i>Suggested Number of Instructional Days</i>
K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.		4 Days
K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		5 Days
K.OA.A.5 Fluently add and subtract within 5.		4 Days
Unit Review		1 Day



Unit 3: Understand Addition as Putting Together & Adding To (Quantities to 5)

*Suggested* Number of Days for Unit: 15 days

Standards

*Suggested* Number of Instructional Days

Unit Assessment

1 Day



**WEST BOLIVAR**  
CONSOLIDATED SCHOOL DISTRICT

# Mathematics Pacing Guide

**KINDERGARTEN**

Term 2



### KINDERGARTEN

#### SECOND NINE WEEKS

Unit 4: Count to 50 & Represent Quantities to 10

*Suggested* Number of Days for Unit: 15 days

#### Standards

#### *Suggested* Number of Instructional Days

K.CC.A.1 Count to 100 by ones and by tens.	2 Days
K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	2 Days
K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	1 Day
K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. 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. 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. c. Understand that each successive number name refers to a quantity that is one larger.	2 Days



Unit 4: Count to 50 & Represent Quantities to 10		<i>Suggested</i> Number of Days for Unit: 15 days
Standards		<i>Suggested</i> Number of Instructional Days
K.CC.B.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.		2 Days
K.CC.C.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.		2 Days
K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.		2 Days
Unit Review		1 Day
Unit Assessment		1 Day

Unit 5: Understand Addition as Putting Together & Adding To (Quantities to 10)		<i>Suggested</i> Number of Days for Unit: 15 days
Standards		<i>Suggested</i> Number of Instructional Days
K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations		5 Days





Unit 5: Understand Addition as Putting Together & Adding To (Quantities to 10)		<i>Suggested Number of Days for Unit: 15 days</i>
Standards		<i>Suggested Number of Instructional Days</i>
K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		5 Days
K.OA.A.5 Fluently add and subtract within 5.		3 Days
Unit Review		1 Day
Unit Assessment		1 Day

Unit 6: Compose and Decompose Numbers		<i>Suggested Number of Days for Unit: 10 days</i>
Standards		<i>Suggested Number of Instructional Days</i>
K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).		2 Days
K.OA.A.3 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 $5 = 4 + 1$ ).		2 Days
K.OA.A.4 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.		2 Days



Unit 6: Compose and Decompose Numbers

*Suggested* Number of Days for Unit: 10 days

Standards

*Suggested* Number of Instructional Days

K.NBT.A.1

2 Days

Compose and decompose numbers from 11 to 19 into ten 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.

Unit Review

1 Day

Unit Assessment

1 Day



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# Mathematics Pacing Guide

**KINDERGARTEN**

Term 3



**KINDERGARTEN**

**THIRD NINE WEEKS**

Unit 7: Count to 100 & Represent Quantities to 20

*Suggested Number of Days for Unit: 10 days*

**Standards**

*Suggested Number of Instructional Days*

K.CC.A.1  
Count to 100 by ones and by tens.

1 Day

K.CC.A.2  
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

1 Day

K.CC.A.3  
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

1 Day

K.CC.B.4  
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.
- 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.
- Understand that each successive number name refers to a quantity that is one larger.

2 Days



Unit 7: Count to 100 & Represent Quantities to 20		<i>Suggested</i> Number of Days for Unit: 10 days
Standards		<i>Suggested</i> Number of Instructional Days
<p><b>K.CC.B.5</b> 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>		1 Day
<p><b>K.CC.C.6</b> 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.</p>		1 Day
<p><b>K.CC.C.7</b> Compare two numbers between 1 and 10 presented as written numerals.</p>		1 Day
Unit Review		1 Day
Unit Assessment		1 Day
Unit 8: Understand Subtraction as Taking Apart & Taking From (Quantities to 5)		<i>Suggested</i> Number of Days for Unit: 10 days
Standards		<i>Suggested</i> Number of Instructional Days
<p><b>K.OA.A.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>		3 Days



Unit 8: Understand Subtraction as Taking Apart & Taking From (Quantities to 5)		Suggested Number of Days for Unit: 10 days
Standards		Suggested Number of Instructional Days
K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		3 Days
K.OA.A.5 Fluently add and subtract within 5.		2 Days
Unit Review		1 Day
Unit Assessment		1 Day
Unit 9: Understand Subtraction as Taking Apart & Taking From (Quantities to 10)		Suggested Number of Days for Unit: 10 days
Standards		Suggested Number of Instructional Days
K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.		4 Days
K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		4 Days
Unit Review		1 Day
Unit Assessment		1 Day

## Unit 10: Understanding Addition and Subtraction

*Suggested* Number of Days for Unit: 10 days

Standards	<i>Suggested</i> Number of Instructional Days
K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	4 Days
K.OA.A.5 Fluently add and subtract within 5.	4 Days
Unit Review	1 Day
Unit Assessment	1 Day



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# Mathematics Pacing Guide

**KINDERGARTEN**

Term 4





**KINDERGARTEN**

**FOURTH NINE WEEKS**

**Unit 11: Problem Solving with Addition and Subtraction**      *Suggested Number of Days for Unit: 10 days*

Standards	<i>Suggested Number of Instructional Days</i>
K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	4 Days
K.OA.A.5 Fluently add and subtract within 5.	4 Days
Unit Review	1 Day
Unit Assessment	1 Day

**Unit 12: Describe and Compare Measurable Attributes**      *Suggested Number of Days for Unit: 10 days*

Standards	<i>Suggested Number of Instructional Days</i>
K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	3 Days
K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attributes and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	2 Days



Unit 12: Describe and Compare Measurable Attributes	<i>Suggested Number of Days for Unit: 10 days</i>
Standards	<i>Suggested Number of Instructional Days</i>
K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	3 Days
Unit Review	1 Day
Unit Assessment	1 Day

Unit 13: Identify and Describe 2D and 3D Shapes	<i>Suggested Number of Days for Unit: 10 days</i>
Standards	<i>Suggested Number of Instructional Days</i>
K.G.A.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.	3 Days
K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	2 Days
K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	3 Days
Unit Review	1 Day
Unit Assessment	1 Day



Unit 14: Analyze, Compare, Create, and Compose 2D & 3D Shapes

*Suggested Number of Days for Unit: 10 days*

Standards	<i>Suggested Number of Instructional Days</i>
K.G.B.4 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/"corners") and other attributes (e.g., having sides of equal length).	3 Days
K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	2 Days
K.G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	3 Days
Unit Review	1 Day
Unit Assessment	1 Day