Mathematics
Grade K – Year at a Glance
2019-2020

Q1		Q2		Q3	Q4	
Aug.12 – Aug. 16	Module 1 Aug. 21 – Oct. 11	Module 2 Oct. 21 – Nov. 4	Module 3 Nov. 5 – Dec.20	Module 4 Jan. 6 – Mar. 13	Module 5 Mar. 23 - May 5	Module 6 May 6 – May 22
Staggered Enrollment	Numbers to 10	Two-Dimensional and Three-Dimensional Shapes	Comparison of Length, Weight, Capacity, and Numbers to 10	Number Pairs, Addition and Subtraction to 10	Numbers 10-10 and Counting to 100	Analyzing Comparing and Composing Shapes
N/A	K.CC.A.3	K.MD.C.4	K.CC.C.6	K.OA.A.1	K.CC.A.1	K.CC.B.4
	K.CC.B.4	K.G.A.1	K.CC.C.7	K.OA.A.2	K.CC.A.2	K.G.B.5
	K.CC.B.5	K.G.A.2	K.MD.A.1	K.OA.A.3	K.CC.A.3	K.G.B.6
	K.OA.A.3	K.G.A.3	K.MD.A.2	K.OA.A.4	K.CC.B.4	
	K.MD.C.4	K.G.B.4	K.MD.B.3	K.OA.A.5	K.CC.B.5	
					K.NBT.A.1	
					K.MD.B.3	

Key:

Major Content	Additional Content

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.

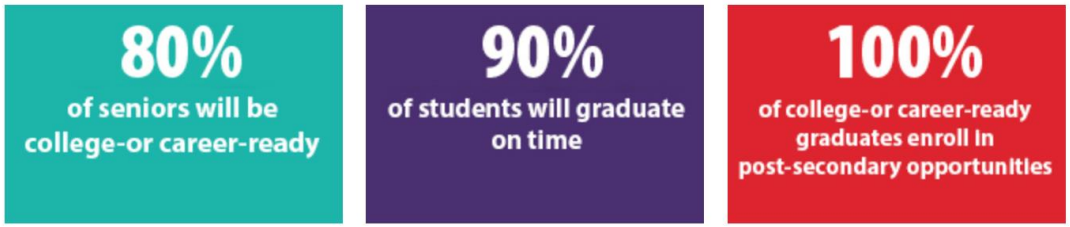
Use the following guide as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions.

Pacing and Preparation Guide (Omissions)

Introduction

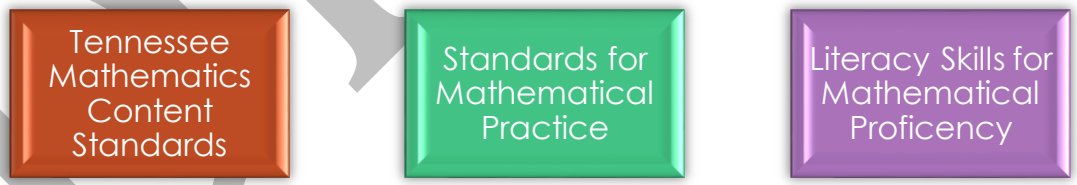
Destination 2025, Shelby County Schools' 10-year strategic plan, is designed not only to improve the quality of public education, but also to create a more knowledgeable, productive workforce and ultimately benefit our entire community.

What will success look like?



In order to achieve these ambitious goals, we must collectively work to provide our students with high quality, college and career ready aligned instruction. The Tennessee State Standards provide a common set of expectations for what students will know and be able to do at the end of a grade. The State of Tennessee provides two sets of standards, which include the Standards for Mathematical Content and The Standards for Mathematical Practice. The Content Standards set high expectations for all students to ensure that Tennessee graduates are prepared to meet the rigorous demands of mathematical understanding for college and career. The eight Standards for Mathematical Practice describe the varieties of expertise, habits of mind, and productive dispositions that educators seek to develop in all students. The Tennessee State Standards also represent three fundamental shifts in mathematics instruction: **focus, coherence and rigor**.

Throughout this curriculum map, you will see resources as well as links to tasks that will support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around the content standards and mathematical practice standards that teachers should consistently access. For a full description of each, click on the links below.



How to Use the Maps

Overview
An overview is provided for each quarter and includes the topics, focus standards, intended rigor of the standards and foundational skills needed for success of those standards.

Your curriculum map contains four columns that each highlight specific instructional components. Use the details below as a guide for information included in each column.

Tennessee State Standards
TN State Standards are located in the left column. Each content standard is identified as Major Content or Supporting Content. A key can be found at the bottom of the map.

Content
This section contains learning objectives based upon the TN State Standards. Best practices tell us that clearly communicating measurable objectives lead to greater student understanding. Additionally, essential questions are provided to guide student exploration and inquiry.

Instructional Support
District and web-based resources have been provided in the Instructional Support column. You will find a variety of instructional resources that align with the content standards. The additional resources provided should be used as needed for content support and scaffolding.

Vocabulary and Fluency
The inclusion of vocabulary serves as a resource for teacher planning and for building a common language across K-12 mathematics. One of the goals for Tennessee State Standards is to create a common language, and the expectation is that teachers will embed this language throughout their daily lessons. In order to aid your planning, we have also included a list of fluency activities for each lesson. It is expected that fluency practice will be a part of your daily instruction. (Note: Fluency practice is not intended to be speed drills, but rather an intentional sequence to support student automaticity. Conceptual understanding must underpin the work of fluency.

Instructional Calendar
As a support to teachers and leaders, an instructional calendar is provided ***as a guide***. Teachers should use this calendar for effective planning and pacing, and leaders should use this calendar to provide *support* for teachers. Due to variances in class schedules and differentiated support that may be needed for students' adjustment to the calendar may be required.

First Week – Staggered Enrollment/Routines/Procedures/Inventory – KRI Inventory
Module 1: Numbers to 10

The chart below includes the standards that will be addressed in this quarter, the type of rigor the standards address, and foundational skills needed for mastery of these standards. Consider using these foundational standards to address student gaps during intervention time as appropriate for students.

Focus Grade Level Standard	Type of Rigor	Foundational Standards
K.MD.C.4	Conceptual Understanding/Procedural Fluency	K.MD.A.2, K.MD.A.2, K.CC.C.6
K.CC.B.4, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c	Conceptual Understanding	Introductory Skill
K.CC.B.5	Conceptual Understanding/Procedural Fluency	K.CC.B.4
K.OA.A.3	Conceptual Understanding	K.OA.A.2
Denotes Portfolio Standard (2018-2019)		
Instructional Focus Document **– Grade K**		

Curriculum and Instruction – Mathematics

Quarter 1 — Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Module 1: Numbers to 10			
Domain: Measurement and Data **Cluster K.MD.C:** Classify objects and count the number of objects ➢ **K.MD.C.4** Sort a collection of objects into a given category. Compare the categories by group size.	**Essential Questions** • How do I tell if two objects are exactly the same or not the same? • How do we find two similar objects? • How do we classify items into categories? • How do we sort by count in columns and rows? • How does counting tell you how many? • How do we order and write numerals? • How can we count objects in many different configurations? **Topic A: Attributes of Two Related Objects** **Objectives/Learning Targets** • **Lesson 1:** I can analyze to find two objects that are exactly the same or not exactly the same **(K.MD.C.4)** • **Lesson 2:** I can analyze to find two similar objects – these are the same but…... **(K.MD.C.4)** • **Lesson 3:** I can classify to find two objects that share a visual pattern, color, and use. **(K.MD.C.4)**	Eureka Parent Newsletter: Topic A **Pacing Considerations:** **Combine Lessons 1 and 2** **Suggestions for combining:** Lesson 1 focuses on analyzing and finding how objects are exactly the same and not exactly the same and also how objects are similar but… The counting fingers fluency should be used as it will appear a great deal throughout kindergarten. Lesson one application and concept development should be taught, but incorporate the ball activity from lesson two and use the problem set of lesson two. Exit Ticket can be used from Lesson 1.	**Vocabulary** Add, count, compare, decompose, five frame, numeral, number, ten frame, total *Terminology for engage^{ny} :* exactly the same, not exactly the same, the same – but, match, sort, how many, hidden partners, counting path, number story, zero, number sentence, 5-group, 5 frame, rows and columns, number path, 1 more, 1 less **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 28: Sort Objects **Zearn –** Numbers to 5 **Embarc.online – Module 1** **I-Ready Lessons:** • Sorting and Counting

Curriculum and Instruction – Mathematics

Quarter 1 — Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Measurement and Data **Cluster K.MD.C:** Classify objects and count the number of objects ➢ **K.MD.C.4** Sort a collection of objects into a given category. Compare the categories by group size. **Domain:** Counting and Cardinality **Cluster K.CC.B:** Count to tell the number of objects ■ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. ■ **K.CC.B.4a** When counting objects, say the number names in the standard order, using one to one correspondence. ■ **K.CC.B.4b** Recognize that the last number 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.	**Topic B: Classify to Make Categories and Count** **Objectives/Learning Targets** • **Lesson 4, 5:** I can classify items into two predetermined categories, three categories, determine the count in each and reason about how the last number named determines the total. **(K.MD.C.4, K.CC.B.4a, K.CC.B.4b)** • **Lesson 6:** I can sort categories by count. I can identify categories with 2,3, and 4 within a given scenario. **(K.MD.C.4, K.CC.B.4a, K.CC.B.4b)**	Eureka Parent Newsletter: Topic B **Pacing Considerations:** **Combine Lessons 4 and 5:** **Suggestions for combining:** Lesson 4 is similar to the assessment at the end of the module. Use fluency practice from Lesson 4 as well the application problem. Use the Concept Development and the problem set from Lesson 4 as well as the problem set from Lesson 5 homework. Use the Exit Ticket from Lesson 5	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 1: Understand Counting Zearn – Numbers to 5 Embarc.online – Module 1 **Videos:** Classifying objects **I-Ready Lessons:** • Sorting and Classifying • Numerals and Counting to 10 • Counting with One-to-One Correspondence • Counting Objects in a set **Task Bank:** Counting Balls **(K.CC.B.4, K.CC.B5)** Counting Mat **(K.CC.B.4)** Goody Bags **(K.CC.B.4)**

Curriculum and Instruction – Mathematics

Quarter 1 — Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Counting and Cardinality **Cluster K.CC.B:** Count to tell the number of objects ■ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. ■ **K.CC.B.4a** When counting objects, say the number names in the standard order, using one to one correspondence. ■ **K.CC.B.4b** Recognize that the last number 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.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. **Domain:** Operations and Algebraic Thinking **Cluster K.OA.A:** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. ■ **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).	**Topic C: Numbers to Five in Different Configurations, Math Drawings and Expressions** **Objectives/Learning Targets** • **Lesson 7**: I can sort by count in vertical columns and horizontal rows (linear configurations to 5). Match numerals on cards. **(K.CC.B.4a, K.CC.B.4b, K.CC.B.5)** • **Lesson 8:** I can answer how many questions to 5 in linear configurations (5-group), with 4 in an array configuration. Compare ways to count five fingers. **(K.CC.B.4a, K.CC.B.4b, KK.CC.5)** • **Lesson 9:** I can find hidden partners within linear and array dot configurations of numbers 3,4, and 5 **(K.CC.B.4a, K.CC.B.4b, KK.CC.5, K.OA.A.3)** • **Lesson 10:** I can find hidden partners within circular and scattered dot configurations of numbers 3, 4 and 5. **(K.CC.B.4a, K.CC.B.4b, KK.CC.5, K.OA.A.3)** • **Lesson 11:** I can model decompositions of 3 with materials drawings and expressions. *I can* represent the decomposition as 1 + 2 and 2 + 1. **(K.CC.B.4a, K.CC.B.4b, KK.CC.5, K.OA.A.3)**	Eureka Parent Newsletter: Topic C **Pacing Considerations:** **Combine Lesson 9 and 10:** **Suggestions for combining:** Lesson 9 focuses on linear and array dot configurations, while Lesson 10 focuses on circular and scattered dot configurations. These four types of configurations can be taught in one setting. Keep the application problem from Lesson 9 and problem set from Lesson 10. Assign the homework from Lesson 9 and combine the debrief from each lesson to provide closure and check for understanding.	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 2: Count 1,2,3 • Lesson 3: Count 4 • Lesson 4: Count 5 Zearn – Numbers to 5 Embarc.online – Module 1 **I-Ready Lessons:** • Numerals and Counting to 10 • Counting with One-to-One Correspondence • Counting Objects in a set **Task Bank:** Counting Balls **(K.CC.B.4, K.CC.B5)** Counting Mat **(K.CC.B.4)** Goody Bags **(K.CC.B.4)**

Curriculum and Instruction – Mathematics

Quarter 1 — Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Counting and Cardinality **Cluster:** Know number names and the count sequence ■ **K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. **Domain:** Counting and Cardinality **Cluster K.CC.B:** Count to tell the number of objects ■ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. ■ **K.CC.B.4a** When counting objects, say the number names in the standard order, using one to one correspondence. ■ **K.CC.B.4b** Recognize that the last number 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.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.	**Topic D: The Concept of Zero and Working with Numbers 0-5** **Objectives/Learning Targets** • **Lesson 12:** I can understand the meaning of zero. Write the numeral 0. (**K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5)** • **Lesson 13:** I can order and write numerals 0-3 to answer how many questions. (**K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5)** • **Lesson 14:** I can write numerals 1-3. *I can* represent decompositions with materials, drawings, and equations, 3 = 2 + 1 and 3 = 1 + 2. **(K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5, K.OA.A.3)** • **Lesson 15:** I can order and write numerals 4 and 5 to answer how many questions in categories; sort by count. **(K.CC.A.3, K.CC.B.4a, K.CC.B.4b K.CC.B.5)** • **Lesson 16:** I can write numbers 1-5 in order. *I can* answer and make drawings of decompositions of 4 and 5 without equations. **(K.CC.A.3, K.CC.B.4a, K.CC.B.4b K.CC.B.5, K.OA.A.3)** **Complete Mid Module Assessment –** *the data on the assessment is to be used for the Kindergarten report card. Please see Kindergarten Assessment Handbook for additional details.*	Eureka Parent Newsletter: Topic D **Pacing Considerations:** **Combine Lessons 12 and 13** **Suggestions for combining:** Lesson 12 focus is on the concept of zero and can be taught in conjunction with Lesson 13. Use the problem set from lesson 13 and practice writing numbers 0.1.2 and 3. Assign homework from Lesson 13. Lessons 12, 13, 15, 18, 20, 22, 24, and 26 include numeral formation along with counting and cardinality concepts. In prioritizing a focus within each lesson (e.g., if reducing the instructional time for numeral writing), take care not to inadvertently omit the teaching of math concepts within the same lesson (e.g., cardinality, conservation, and counting in varied configurations).	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 2: Count 1,2,3 • Lesson 3: Count 4 • Lesson 4: Count 5 Zearn – Numbers to 5 Embarc.online – Module 1 **I-Ready Lessons:** • Sorting and Classifying • Numerals and Counting to 10 • Counting with One-to-One Correspondence • Counting Objects in a set **Task Bank:** Counting Balls **(K.CC.B.4, K.CC.B5)** Counting Mat **(K.CC.B.4)** Goody Bags **(K.CC.B.4)** KCC.4 & K.CC.5 Tasks Bags of Stuff **(K.CC.A.3)** Number Tic Tac Toe **(K.CC.A.3)**

Curriculum and Instruction – Mathematics

Quarter 1 — Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Counting and Cardinality **Cluster:** Know number names and the count sequence ■ **K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. **Domain:** Counting and Cardinality **Cluster K.CC.B:** Count to tell the number of objects ■ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. ■ **K.CC.B.4a** When counting objects, say the number names in the standard order, using one to one correspondence. ■ **K.CC.B.4b** Recognize that the last number 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.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.	**Topic E: Working with Numbers 6-8 in Different Configurations** **Objectives/Learning Targets** • **Lesson 17:** I can count 4-6 objects in vertical and horizontal linear configurations. *I can* match 6 objects to the numeral 6. **(K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5)** • **Lesson 18:** I can count 4-6 objects in circular and scattered configurations. *I can* count 6 items out of a larger set and write numerals 1-6 in order. **(K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5)** • **Lesson 19:** I can count 5-7 linking cubes in linear configurations. *I can* match with numeral 7. I can count on fingers from 1 to 7, and connect to 5-group images. **(K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5)** • **Lesson 20:** I can reason about sets of 7 varied objects in circular and scattered configurations. *I can* find a path through the scattered configurations, and write the numeral 7. Ask, "How is your seven different than mine?" **(K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5)** • **Lesson 21:** I can compare counts of 8. Match with numeral 8. **(K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5)** • **Lesson 22:** I can arrange and strategize to count 8 beans in circular (around a cup) and scattered configurations. *I can* write the numeral 8. I can find a path through the scattered set, and compare paths with a partner. **(K.CC.A.3, K.CC.4a, K.CC.4b)**	Eureka Parent Newsletter: Topic E **Pacing Considerations:** **Combine Lesson 17 and 18:** **Suggestions for combining:** Lesson 17 focuses on vertical and horizontal linear configurations, while lesson 18 focuses on circular and scattered configurations. Thee four types of configurations can be taught in one setting. Consider keeping the application problem from Lesson 18, and the problem set from Lesson 18. Assign the homework from Lesson 17 and combine the debrief from each lesson to provide closure and check for understanding. Lessons 12, 13, 15, 18, 20, 22, 24, and 26 include numeral formation along with counting and cardinality concepts. In prioritizing a focus within each lesson (e.g., if reducing the instructional time for numeral writing), take care not to inadvertently omit the teaching of math concepts within the same lesson (e.g., cardinality, conservation, and counting in varied configurations).	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 7: Count 6 and 7 • Lesson 9: Count 8 and 9 Zearn – Numbers to 10 Embarc.online – Module 1 **I-Ready Lessons:** • Sorting and Classifying • Numerals and Counting to 10 • Counting with One-to-One Correspondence • Counting Objects in a set **Videos:** Counting with Small Numbers **Task Bank:** Counting Balls **(K.CC.B.4, K.CC.B5)** Counting Mat **(K.CC.B.4)** Goody Bags **(K.CC.B.4)** KCC.4 & K.CC.5 Tasks Bags of Stuff **(K.CC.A.3)** Number Tic Tac Toe **(K.CC.A.3)**

Curriculum and Instruction – Mathematics

Quarter 1 — Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Counting and Cardinality **Cluster:** Know number names and the count sequence ■ **K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. **Domain:** Counting and Cardinality **Cluster K.CC.B:** Count to tell the number of objects ■ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. ■ **K.CC.B.4a** When counting objects, say the number names in the standard order, using one to one correspondence. ■ **K.CC.B.4b** Recognize that the last number 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.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. **Domain:** Operations and Algebraic Thinking **Cluster K.OA.A:** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	**Topic F: Working with Numbers 9-10 in Different Configurations** **Objectives/Learning Targets** • **Lesson 23:** I can organize and count 9 varied geometric objects in linear and array (3 threes) configurations. *I can* place objects on 5-group mat. Match with numeral 9. **(K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.5)** • **Lesson 24:** I can strategize to count 9 objects in circular (around a paper plate) and scattered configurations printed on paper. *I can* write the numeral 9. *I can* represent a path through the scatter count with a pencil and number each object. **(K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.5)** • **Lesson 25-26:** I can count 10 objects in linear and array configurations (2 fives). Match with the numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10. **(K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.5)** • **Lesson 27:** I can count 10 objects, and move between all configurations. **(K.CC.A.3, K.CC.B.4a, K.CC.B.4a, K.CC.B.5)** • **Lesson 28:** I can act out result unknown story problems without equations. **(K.OA.A.1)**	Eureka Parent Newsletter: Topic F **Pacing Considerations:** Lessons 12, 13, 15, 18, 20, 22, 24, and 26 include numeral formation along with counting and cardinality concepts. In prioritizing a focus within each lesson (e.g., if reducing the instructional time for numeral writing), take care not to inadvertently omit the teaching of math concepts within the same lesson (e.g., cardinality, conservation, and counting in varied configurations). **Combine Lessons 25 and 26** **Suggestions for combining:** Both lessons deal with linear and array configurations. Use the application problem from Lesson 25. Use the Concept Development from Lesson 26. Choose a combination of problems from both 25 and 26. Use the exit ticket from 26. **Combine Lessons 27 and 28** **Suggestions for combining:** These lesson help students develop number path/number line sense. Consider using the concept development from lesson 27 and the back page of problem set 27. Use the entire problem set from 28. Use the exit ticket from 27 and the homework from lesson 28.	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 11: Count 10 Zearn – Numbers to 10 Embarc.online – Module 1 **I-Ready Lessons:** • Sorting and Classifying • Numerals and Counting to 10 • Counting with One-to-One Correspondence • Counting Objects in a set **Task Bank:** Counting Balls **(K.CC.B.4, K.CC.B5)** Counting Mat **(K.CC.B.4)** Goody Bags **(K.CC.B.4)** KCC.4 & K.CC.5 Tasks

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
■ **K.OA.A.1** Represent addition and subtraction with objects, fingers, mental images, drawings[1], 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)			
Domain: Counting and Cardinality **Cluster:** Know number names and the count sequence ■**K.CC.A.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **Cluster K.CC.B:** Count to tell the number of objects ■ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. ■ **K.CC.B.4a** When counting objects, say the number names in the standard order, using one to one correspondence. ■ **K.CC.B.4b** Recognize that the last number 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.B.4c** Recognize that each successive number name refers to a quantity that is	**Topic G: One More with Numbers 0-10** **Lesson 29** **Objectives/Learning Targets** • **Lesson 29:** I can order and match numeral and dot card from 1 to 10. State one more than a given number. **(K.CC.A.2, K.CC.B.4a, K.CC.B.4b, K. CC.4c)** • **Lesson 30:** I can make Math stairs from 1 to 10 in cooperative groups. **(K.CC.A.2, K.CC.B.4a, K.CC.B.4b, K. CC.4c)** • **Lesson 31:** I can arrange, analyze, and draw 1 more up to 10 in configurations other than towers. **(K.CC.A.2, K.CC.B.4a, K.CC.B.4b, K. CC.4c)** • **Lesson 32:** I can arrange, analyze and draw sequences of quantities of 1 more, beginning with numbers other than 1. **(K.CC.A.2, K.CC.B.4a, K.CC.B.4b, K. CC.4c)**	Eureka Parent Newsletter: Topic G **Pacing Considerations:** **Combine Lessons 31 and 32.** **Suggestions for combining:** Lesson 31 and 32 are working on configurations with one more up to 10 that are not towers. Lesson 32 does not begin at 1. Begin with concept development from 31, but spend the majority of the time on lesson 32 concept development. Use problem set from 32. Exit Ticket from Lesson 32.	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 5: Compare within 5 • Lesson 12: Compare within 10 Zearn – Numbers to 10 Embarc.online – Module 1 **I-Ready Lessons:** • Sorting and Classifying • Numerals and Counting to 10 • Counting with One-to-One Correspondence • Counting Objects in a set **Task Bank:** Counting Balls **(K.CC.B.4, K.CC.B5)** Counting Mat **(K.CC.B.4)**

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
one greater.	• **Lesson 33:** I can order quantities from 10 to 1, and match numerals. **(K.CC.B.4a, K.CC.B.4b, K. CC.4c)**		Goody Bags **(K.CC.B.4)**
Domain: Counting and Cardinality **Cluster K.CC.B:** Count to tell the number of objects ■ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. ■ **K.CC.B.4a** When counting objects, say the number names in the standard order, using one-to-one correspondence. ■ **K.CC.B.4b** Recognize that the last number 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.B.4c** Recognize that each successive number name refers to a quantity that is one greater.	**Topic H: One Less with Numbers 0-10** **Objectives/Learning Targets** • **Lesson 33:** I can order quantities from 10 to 1, and match numerals. **(K.CC.B.4a, K.CC.B.4b)** • **Lesson 34:** I can count down from 10 to 1, and state 1 less than a given number. **(K.CC.B.4a, K.CC.B.4b)** • **Lesson 35:** I can arrange number towers in order form 10 to 1, and describe the pattern. (Topic H:) **(K.CC.B.4a, K.CC.B.4b)** • **Lesson 36:** I can arrange, analyze, and draw sequences of quantities that are 1 less in configurations other than towers. **(K.CC.B.4a, K.CC.B.4b)** • **Lesson 37:** Culminating Task – Use in centers during End of Module Assessment **Complete End of Module Assessment –** *the data on the assessment is to be used for the Kindergarten report card. Please see Kindergarten Assessment Handbook for additional details.* *Kindergarten assessments should be given in a one to one setting. While the teacher is testing, students not testing should be engaged in intentional mathematical activities intended to strengthen their understanding of the current topics.*	Eureka Parent Newsletter: Topic H **Pacing Considerations:** **Combine Lessons 33 and 34:** **Suggestions for combining:** Use the application problem from Lesson 33 and the problem set from Lesson 34. Utilize the concept development from Lesson 34. Use the Exit ticket from 33 and assign homework from both lessons. **Combine Lessons 35 and 36:** **Suggestions for combining:** Use the application problem from Lesson 35 and the concept development from Lesson 36. Be sure to focus on one less. Assign homework from Lesson 35. **Lesson 37:** Should be used as a work station during one on one testing. **Note: You may choose to individually test students after the completion of each topic. Please note that a total 3 days of testing are allotted for Module 1 Topics E-H.**	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 5: Compare within 5 • Lesson 12: Compare within 10 Zearn Numbers to 10 Embarc.online Module 1 **I-Ready Lessons:** • Counting and Ordering to 20 • Numerals and Counting to 10 • One More • Composing and Decomposing with 5 as a Benchmark **Task Bank:** Counting Mat (K.CC.B.4) Goody Bags (K.CC.B.4)

RESOURCE TOOLKIT The Resource Toolbox provides additional support for comprehension and mastery of grade-level skills and concepts. Incorporated materials may assist educators with grouping, enrichment, remediation, and differentiation.		
Textbook Resources **Eureka Math Teacher Support**	**CCSS** **Tennessee Math Standards** Coherence Map	**Videos** SEDL: CCSS Online Video Series NCTM Common Core Videos
Interactive Manipulatives Library of Virtual Manipulatives Math Playground Think Central Learnzillion		**Additional Sites** Kindergarten Math Activities Illustrative Mathematics K Mathematical Practices Posters
Other Use this guide as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions. **Pacing and Preparation Guide (Omissions)** **Parent Roadmap** **Parent Newsletters**		

SHELBY COUNTY SCHOOLS 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE K

August 2019

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
				1	2	**Flex Day Options include:** ***Standard***- Suggested standard(s) to review for the day (*-denotes a Portfolio Standard) ***Pacing*** **–** Use this time to adjust instruction to stay on pace ***Other*** **–** Includes assessments, review, reteaching, etc.
	5	6	7	8	9	
	12 *Stagger Enrollment - Complete KRI Inventory* *1st Day of School*	13	14	15	16	
Module 1	19 *Use this time to establish routines, procedures, and build positive classroom culture. Additional SEL resources: SEL Connections and SEL Competencies*	20	21 Module 1 Topic A: Lessons 1 and 2 combined	22 Module 1 Topic A: Lessons 3	23 Flex Day Options M1: Mid Module Assessment Topic A K.MD.C.4 Pacing Other	
Module 1	26 Module 1 Topic B: Lessons 4 and 5 combined	27 Module 1 Topic B: Lesson 6	28 Module 1 Topic C: Lesson 7	29 Module 1 Topic C: Lesson 8	30 Flex Day Options M1: Mid Module Assessment Topic B K.CC.B.4* Pacing Other	

SHELBY COUNTY SCHOOLS 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE K

September 2019

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 1	**2** ***Labor Day***	**3** Module 1 Topic C: Lesson 9 and 10 combined	**4** Module 1 Topic C: Lesson 11	**5** Module 1 Topic D: Lesson 12 and 13 combined	**6** Module 1 Topic D: Lesson 14	Kindergarten assessments should be given in a one to one setting. While the teacher is testing, students not testing should be engaged in intentional mathematical activities intended to strengthen their understanding. For additional guidance please refer to the Kindergarten Assessment Handbook. **Note: You may choose to individually test students after the completion of each topic.**
Module 1	**9** Module 1 Topic D: Lesson 15	**10** Module 1 Topic D: Lesson 16	**11** **Module 1: Mid Module Assessment**	**12** **Module 1: Mid Module Assessment Complete**	**13** Flex Day Options **Complete M1:Mid Module Assessment** **K.CC.A.3*** **Pacing** **Other**	**Flex Day Options include:** ***Standard-*** Suggested standard(s) to review for the day (*-denotes a Portfolio Standard) ***Pacing –*** Use this time to adjust instruction to stay on pace ***Other –*** Includes assessments, review, reteaching, etc.
Module 1	**16** Module 1 Topic E: Lesson 17 and 18 combined	**17** Module 1 Topic E: Lesson 19	**18** Module 1 Topic E: Lesson 20	**19** *Parent Teacher Conferences* Module 1 Topic E: Lesson 21	**20** *½ day students* Flex Day Options **K.CC.B.5*** **Pacing** **Other**	
Module 1	**23** Module 1 Topic E: Lesson 22	**24** Module 1 Topic F: Lesson 23	**25** Module 1 Topic F: Lesson 24	**26** Module 1 Topic F: Lessons 25 and 26 combined	**27** Flex Day Options **M1: Mid Module Assessment Topic E** **K.CC.B.4*** **Pacing** **Other**	
Module 1	**30** Module 1 Topic F: Lesson 27 and 28 combined	1	2	3	4	

SHELBY COUNTY SCHOOLS 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE K

October 2019

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
	30	**1** Module 1 Topic G: Lesson 29	**2** Module 1 Topic G: Lesson 30	**3** Module 1 Topic G: Lesson 31 and 32 combined	**4** Flex Day Options **M1: Mid Module Assessment Topics F & G** **K.CC.B.4*** **Pacing** **Other**	**Flex Day Options include:** ***Standard***- Suggested standard(s) to review for the day (*-denotes a Portfolio Standard) ***Pacing*** – Use this time to adjust instruction to stay on pace ***Other*** – Includes assessments, review, reteaching, etc.
Module 1 Omit Lesson 37	**7** Module 1 Topic H: Lessons 33 and 34 combined	**8** Module 1 Topic H: Lessons 35 and 36 combined	**9** Module 1: End of Module Assessment	**10** Module 1: End of Module Assessment Complete	**11** *½ day students* *End of 1st Quarter* Flex Day Options **Complete M1: End of Module Assessment** **Pacing** **Other**	
	14 *Fall Break*	**15**	**16**	**17**	**18**	Kindergarten assessments should be given in a one to one setting. While the teacher is testing, students not testing should be engaged in intentional mathematical activities intended to strengthen their understanding. For additional guidance please refer to the Kindergarten Assessment Handbook. **Note: You may choose to individually test students after the completion of each topic.**
Module 2 Omit Lesson 5	**21** Module 2 Topic A: Lesson 1 *2nd Quarter Begins*	**21** Module 2 Topic A: Lesson 2	**23** Module 2 Topic A: Lesson 3	**24** Module 2 Topic B: Lesson 4	**25** Flex Day Options **M2: Mid Module Assessment Topic A** **K.G.A.1** **Pacing** **Other**	
Module 2 Omit Lesson 8	**28** Module 2 Topic B: Lesson 6	**29** Module 2 Topic B: Lesson 7	**30** Module 2 Topic C: Lesson 9	**31** M 2: End of Module Assessment *Halloween*	1	