



**Mathematics**  
**Grade K – Year at a Glance**  
**2018-2019**



Q1

Q2

Q3

Q4

Aug.6 – Aug. 17	Module 1 Aug. 20 – Oct. 23	Module 3 Oct. 24 – Dec.5	Module 4 Dec. 7 – Feb. 27	Module 5 Feb. 28 – Apr. 24	Module 2 Apr. 25 - May 8	Module 6 May 9 – May 17	Tasks May 20-23
Staggered Enrollment KEI Assessment	Numbers to 10	Comparison of Length, Weight, Capacity, and Numbers to 10	Number Pairs, Addition and Subtraction to 10	Numbers 10-10 and Counting to 100	Two-Dimensional and Three-Dimensional Shapes	Analyzing Comparing and Composing Shapes	End of Year Tasks
N/A	K.CC.A.3	K.CC.C.6	K.OA.A.1	K.CC.A.1	K.MD.C.4	K.CC.B.4	Various See Curriculum Map for details
	K.CC.B.4	K.CC.C.7	K.OA.A.2	K.CC.A.2	K.G.A.1	K.G.B.5	
	K.CC.B.5	K.MD.A.1	K.OA.A.3	K.CC.A.3	K.G.A.2	K.G.B.6	
	K.OA.A.3	K.MD.A.2	K.OA.A.4	K.CC.B.4	K.G.A.3		
	K.MD.C.4	K.MD.B.3	K.OA.A.5	K.CC.B.5	K.G.B.4		
				K.NBT.A.1			
				K.MD.B.3			

**Key:**

Major Content	Additional Content
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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 \(Omissions\)](#)



# Curriculum and Instruction –Mathematics

Quarter 2

Grade: Kindergarten

## Introduction

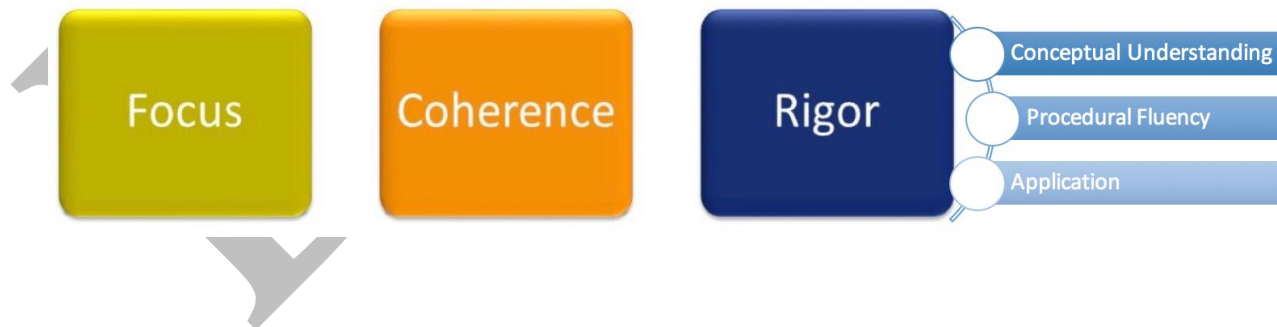
Destination 2025, Shelby County Schools' 10-year strategic plan, is designed not only to improve the quality of public education, but also to create a more knowledgeable, productive workforce and ultimately benefit our entire community.

### 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**.

## Instructional Shifts for Mathematics





# Curriculum and Instruction –Mathematics

## Quarter 2

## Grade: Kindergarten

The **Standards for Mathematical Practice** describe varieties of expertise, habits of minds and productive dispositions that mathematics educators at all levels should seek to develop in their students. These practices rest on important National Council of Teachers of Mathematics (NCTM) “processes and proficiencies” with longstanding importance in mathematics education. Throughout the year, students should continue to develop proficiency with the eight Standards for Mathematical Practice. The following are the eight Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of them.
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.

This curriculum map is designed to help teachers make effective decisions about what mathematical content to teach so that ultimately our students can reach Destination 2025. 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.

[Tennessee Mathematics Content Standards](#)

[Standards for Mathematical Practice](#)

[Literacy Skills for Mathematical Proficiency](#)



### Structure of the Standards

Structure of the TN State Standards include:

- **Content Standards** - Statements of what a student should know, understand, and be able to do.
- **Clusters** - Groups of related standards. Cluster headings may be considered as the big idea(s) that the group of standards they represent are addressing. They are therefore useful as a quick summary of the progression of ideas that the standards in a domain are covering and can help teachers to determine the focus of the standards they are teaching.
- **Domains** - A large category of mathematics that the clusters and their respective content standards delineate and address. For example, Number and Operations – Fractions is a domain under which there are a number of clusters (the big ideas that will be addressed) along with their respective content standards, which give the specifics of what the student should know, understand, and be able to do when working with fractions.
- **Conceptual Categories** – The content standards, clusters, and domains in the 9th-12th grades are further organized under conceptual categories. These are very broad categories of mathematical thought and lend themselves to the organization of high school course work. For example, Algebra is a conceptual category in the high school standards under which are domains such as Seeing Structure in Expressions, Creating Equations, Arithmetic with Polynomials and Rational Expressions, etc.



### 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



# Curriculum and Instruction –Mathematics

Quarter 2

Grade: Kindergarten

## Grade K Quarter 2 Overview

Module 1: Numbers to 10 (continued from Quarter 1)

Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10

Module 4: Number Pairs, Addition and Subtraction to 10 (to be continued in Quarter 3)

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.CC.4, K.CC.4a, K.CC.4b, K.CC.4c	Conceptual Understanding	PK.CC.1, PK.CC.2, PK.CC.3
K.CC.C.6	Conceptual Understanding	PK.CC.5, PK.CC.6
K.CC.C.7	Conceptual Understanding	K.CC.C.6
K.MD.A.1	Conceptual Understanding	PK.MD.1
K.MD.A.2	Conceptual Understanding & Application	K.MD.A.1
K.OA.A.1	Conceptual Understanding	Introductory
K.OA.A.3	Conceptual Understanding	K.OA.1, K.OA.2
K.OA.A.5	Procedural Fluency	K.OA.2, K.OA.3



# Curriculum and Instruction –Mathematics

Quarter 2

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<b>Module 1: Numbers to 10 (continued from Q1)</b>			
<p><b>Domain:</b> Counting and Cardinality  <b>Cluster K.CC.B:</b> Count to tell the number of objects</p> <ul style="list-style-type: none"> <li>■ <b>K.CC.B.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</li> <li>■ <b>K.CC.B.4a</b> When counting objects, say the number names in the standard order, using one-to-one correspondence.</li> <li>■ <b>K.CC.B.4b</b> 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.</li> <li>■ <b>K.CC.B.4c</b> Recognize that each successive number name refers to a quantity that is one greater.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do we identify 1 more than a given number?</li> <li>• How can you show a group of objects in a different way?</li> <li>• How do we order quantities from 10 to 1 and match numerals?</li> </ul> <p><b>Topic H: One Less with Numbers 0-10</b></p> <p><b>Objectives/Learning Targets</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 33:</b> I can order quantities from 10 to 1, and match numerals. (K.CC.B.4a, K.CC.B.4b, K. CC.4c)</li> <li>• <b>Lesson 34:</b> I can count down from 10 to 1, and state 1 less than a given number. (K.CC.B.4a, K.CC.B.4b, K. CC.4c)</li> <li>• <b>Lesson 35:</b> I can arrange number towers in order from 10 to 1, and describe the pattern. (Topic H:) (K.CC.B.4a, K.CC.B.4b, K. CC.4c)</li> <li>• <b>Lesson 26:</b> 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, K. CC.4c)</li> </ul> <p><b>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.</b></p>	<p><a href="#">Eureka Parent Newsletter: Topic H</a></p> <p><b>Pacing Considerations:</b> No pacing recommendations</p> <p><b>Additional instructional resources for enrichment/remediation:</b>  <a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons:</b></p> <ul style="list-style-type: none"> <li>• Lesson 5: <a href="#">Compare within 5</a></li> <li>• Lesson 12: <a href="#">Compare within 10</a></li> </ul> <p><a href="#">Zearn</a> Numbers to 10</p> <p><a href="#">Embarc.online Module 1</a></p> <p><b>I-Ready Lessons:</b></p> <ul style="list-style-type: none"> <li>• Counting and Ordering to 20</li> <li>• Numerals and Counting to 10</li> <li>• One More</li> <li>• Composing and Decomposing with 5 as a Benchmark</li> </ul> <p><b>Task Bank:</b>  <a href="#">Counting Mat</a> (K.CC.B.4)  <a href="#">Goody Bags</a> (K.CC.B.4)  <a href="#">KCC.4 &amp; K.CC.5 Tasks</a></p>	<p><b>Vocabulary</b> Add, count, compare, decompose, five frame, numeral, number, ten frame, total</p> <p><i>Familiar Terminology :</i> 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</p> <p><b>Fluency Practice:</b></p> <p><b>Lesson 33:</b> 1,2,3, Stand on 10 Make It Equal</p> <p><b>Lesson 34:</b> Rekenrek Green Light, Red light (to 10)</p> <p><b>Lesson 35:</b> Happy Counting (to 10) Finish My Sentence Show Me 1 Less</p> <p><b>Lesson 36:</b> Show Me 1 Less Cross 1 Out &amp; Write How Many Roll &amp; Show 1 Less</p>

■ Major Content	➤ Supporting Content
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# Curriculum and Instruction –Mathematics

Quarter 2

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<p><b>Module 3: Comparison of Length, Weight, Capacity and Numbers to 10</b></p> <p><i>Note: There are multiple opportunities throughout this module to introduce students to the penny. The lessons that include the use of the penny are highlighted and notated with an ** after the lesson. When planning for these lessons include language about the value of a penny in order to begin student understanding of K.MD.B.3.</i></p> <p><i>Additional Note: In order to ensure the standards needed for the Kindergarten Portfolio are taught prior to portfolio submission it is necessary to move Module 2 AFTER Module 5. Please plan according to the updated instructional calendar.</i></p>			
<p><b>Domain:</b> Measurement  <b>Cluster:</b> Describe and compare measurable attributes</p> <ul style="list-style-type: none"> <li>➤ <b>K.MD.A.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</li> <li>➤ <b>K.MD.A.2</b> 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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></li> <li>➤ <b>K.MD.B.3</b> Identify the penny nickel, dime, and quarter and recognize the value of each.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How can you decide which object is larger and which object is smaller?</li> <li>• What words tell how long objects are?</li> <li>• How can you compare and order the length of three objects?</li> <li>• How can you use connecting cubes to measure and compare lengths?</li> <li>• How can you tell if a container holds the same or more or less than another?</li> <li>• How can you compare the weights of two objects?</li> </ul> <p><b>Topic A: Comparison of Length and Height Objectives/Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 1**:</b> I can compare lengths using taller than and shorter than with aligned and non-aligned endpoints. (K.MD.A.1, K.MD.A.2)</li> <li>• <b>Lesson 2:</b> I can compare length measurements with string. (K.MD.A.1, K.MD.A.2)</li> <li>• <b>Lesson 3:</b> I can make a series of longer than and shorter than comparisons. (K.MD.A.1, K.MD.A.2)</li> </ul>	<p><a href="#">Eureka Parent Newsletter: Topic A</a></p> <p><b>Pacing Considerations:</b> No pacing recommendations</p> <p><b>Additional instructional resources for enrichment/remediation:</b> <a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons:</b></p> <ul style="list-style-type: none"> <li>• Lesson 26: <a href="#">Compare Length</a></li> </ul> <p><a href="#">Zearn</a> Numbers to 10</p> <p><a href="#">Embarc.online Module 3</a></p> <p><b>I-Ready Lessons:</b></p> <ul style="list-style-type: none"> <li>• Comparing Length</li> </ul> <p><b>Task Bank:</b> <a href="#">Longer and Shorter?</a> (K.MD.A.2)</p>	<p><b>Vocabulary – Module 3</b> Balance Scale, capacity, compare, endpoint, enough/not enough, heavier than/ lighter than, height, length, longer than, shorter than, more than, fewer than, more than, less than, taller than, shorter than, the same as, weight</p> <p>Familiar Terms Match, Numbers 1-10</p> <p><b>Fluency Practice:</b></p> <p><b>Lesson 1:</b> Tell the Hidden Number 5-Group Finger Counting Say Ten Push-Ups</p> <p><b>Lesson 2:</b> Show Me Taller/Shorter Say Ten Push-Ups Make it Equal</p> <p><b>Lesson 3:</b> Say Ten Push-Ups Hidden Numbers Make it Equal</p>





# Curriculum and Instruction –Mathematics

Quarter 2

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<p><b>Domain:</b> Measurement  <b>Cluster:</b> Describe and compare measurable attributes</p> <ul style="list-style-type: none"> <li>➤ <b>K.MD.A.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</li> <li>➤ <b>K.MD.A.2</b> 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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></li> </ul>	<p><b>Topic B: Comparison of Length and Height of Linking Cube Sticks Within 10</b></p> <p><b>Objectives/Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 4:</b> I can compare the length of linking cube sticks to a 5-stick. (K.MD.A.1, K.MD.A.2)</li> <li>• <b>Lesson 5:</b> I can determine which linking cube stick is longer than or shorter than the other. (K.MD.A.1, K.MD.A.2)</li> <li>• <b>Lesson 6:</b> I can compare the length of linking cube sticks to various objects. (K.MD.A.1, K.MD.A.2)</li> <li>• <b>Lesson 7:</b> I can compare objects using the same as. (K.MD.A.1, K.MD.A.2)</li> </ul>	<p><a href="#">Eureka Parent Newsletter: Topic B</a></p> <p><b>Pacing Considerations:</b></p> <p>Omit Lesson 4  Omit Lesson 7</p> <p><b>Additional instructional resources for enrichment/remediation:</b>  <a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons:</b></p> <ul style="list-style-type: none"> <li>• Lesson 26: <a href="#">Compare Length</a></li> </ul> <p><a href="#">Zearn</a>  Numbers to 10</p> <p><a href="#">Embarc.online Module 3</a></p> <p><b>I-Ready Lessons:</b></p> <ul style="list-style-type: none"> <li>• Comparing Length</li> </ul> <p><b>Task Bank:</b>  <a href="#">Longer and Shorter?</a> (K.MD.A.2)  <a href="#">Tasks K.MD.1 - K.MD.2</a></p>	<p><b>Fluency Practice:</b></p> <p><b>Lesson 4:</b> Show Me Longer/Shorter  Show Me Fingers  5-Group Finger Counting</p> <p><b>Lesson 5:</b> Show Me Longer/Shorter  5-group Hands  5-Groups on the Dot Path</p> <p><b>Lesson 6:</b> Show Me Taller/Shorter  Counting the Say Ten Way with Rekenrek  Hidden Numbers</p> <p><b>Lesson 7:</b> Counting the Say Ten Way with Rekenrek  Roll and Draw 5-Groups</p>



# Curriculum and Instruction –Mathematics

Quarter 2

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<p><b>Domain:</b> Measurement  <b>Cluster:</b> Describe and compare measurable attributes</p> <ul style="list-style-type: none"> <li>➤ <b>K.MD.A.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</li> <li>➤ <b>K.MD.A.2</b> 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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></li> </ul>	<p><b>Topic C: Comparison of Weight</b></p> <p><b>Objectives/Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 8:</b> I can compare using than heavier than and lighter than with classroom objects. (K.MD.A.1, K.MD.A.2)</li> <li>• <b>Lesson 9:</b> I can compare objects using heavier than, lighter than, and the same as with balance scales. (K.MD.A.1, K.MD.A.2)</li> <li>• <b>Lesson 10**:</b> I can compare the weight of an object to a set of unit weights on a balance scale. (K.MD.A.1, K.MD.A.2)</li> <li>• <b>Lesson 11**:</b> I can observe conservation of weight on the balance scale. (K.MD.A.1, K.MD.A.2)</li> <li>• <b>Lesson 12**:</b> I can compare the weight of an object with sets of different objects on a balance scale. (K.MD.A.1, K.MD.A.2)</li> </ul>	<p><a href="#">Eureka Parent Newsletter: Topic C</a></p> <p><b>Pacing Considerations:</b>  <b>Combine Lessons 8 and 9:</b> Review both lessons and choose the problems that align to the depth of knowledge the standard requires and meets the needs of your students in both the concept development, problem set and exit ticket.  <b>Combine Lessons 11 and 12:</b> Review both lessons and choose the problems that align to the depth of knowledge the standard requires and meets the needs of your students in both the concept development, problem set and exit ticket.</p> <p><b>Additional instructional resources for enrichment/remediation:</b>  <a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons:</b></p> <ul style="list-style-type: none"> <li>• Lesson 27: <a href="#">Compare Weight</a></li> </ul> <p><a href="#">Zearn</a>  Numbers to 10  <a href="#">Embarc.online Module 3</a></p> <p><b>I-Ready Lessons:</b>  Not available</p> <p><b>Task Bank:</b>  <a href="#">Longer and Heavier? Shorter and Heavier? (K.MD.A)</a>  <a href="#">Which is Heavier? (K.MD.A.1, K.MD.A.2)</a>  <a href="#">Which Weighs More, Which Weighs Less? (K.MD.A.2)</a></p>	<p><b>Fluency Practice:</b></p> <p><b>Lesson 8:</b> Make It Equal  Counting the Say Ten Way with Rekenrek  Beep Number  Draw More or Cross out to Make 5</p> <p><b>Lesson 9:</b> Hidden Numbers  5-Group Hands  Roll and Draw 5-Groups</p> <p><b>Lesson 10:</b> Green Light Red Light  Make it Equal  Double 5-Groups</p> <p><b>Lesson 11:</b> Heavier or Lighter  Double 5-Groups  Hidden Numbers</p> <p><b>Lesson 12:</b> 5-Group hands  Roll and Draw 5-Groups  Hidden Numbers on the Dot Path</p>



# Curriculum and Instruction –Mathematics

Quarter 2

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<p><b>Domain:</b> Measurement  <b>Cluster:</b> Describe and compare measurable attributes</p> <ul style="list-style-type: none"> <li>➤ <b>K.MD.A.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</li> <li>➤ <b>K.MD.A.2</b> 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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></li> </ul>	<p><b>Topic D: Comparison of Volume</b></p> <p><b>Objectives/Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 13:</b> I can compare volume using more than, less than, and the same as by pouring. (K.MD.A.1, K.MD.A.2)</li> <li>• <b>Lesson 14:</b> I can explore conservation of volume by pouring. (K.MD.A.1, K.MD.A.2)</li> <li>• <b>Lesson 15:</b> I can compare using the same as with units. (K.MD.A.1, K.MD.A.2)</li> </ul> <p><i>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.</i></p>	<p><a href="#">Eureka Parent Newsletter: Topic D</a></p> <p><b>Pacing Considerations:</b></p> <p>Students might better grasp the concepts of volume and capacity if they observe first and explore afterwards. Consider consolidating Lessons 13–15 into a series of demonstrations with students engaged chorally, as recorders, and as acute observers (e.g., “Count the scoops as I fill the container”; “Record the number of scoops it took to fill the container”; and “Share with your partner about what happened to the water”).</p> <p><b>Additional instructional resources for enrichment/remediation:</b>  <a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons:</b>            Not Available</p> <p><a href="#">Zearn</a>            Numbers to 10</p> <p><a href="#">Embarc.online Module 3</a></p> <p><b>I-Ready Lessons:</b>            Not Available</p>	<p><b>Fluency Practice:</b></p> <p><b>Lesson 13:</b> Dot Cards of 6            Building 1 More and 1 Less Towers            Roll and Say 1 More</p> <p><b>Lesson 14:</b> Say Ten Push-Ups            Hidden Numbers (10 as the whole)            Double 5-Groups</p> <p><b>Lesson 15:</b> Dot Cards of 6            Make it Equal            Building 1 More and 1 Less Towers</p>
<p><b>Domain:</b> Counting and Cardinality</p>	<p><b>Topic E: Are There Enough?</b></p>	<p><a href="#">Eureka Parent Newsletter: Topic E</a></p>	<p><b>Fluency Practice:</b></p>



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Quarter 2

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<p><b>Cluster:</b> Know number names and the count sequence</p> <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 the matching and counting strategies. (Include groups with up to ten objects.)</p> <p><b>Domain:</b> Measurement</p> <p><b>Cluster:</b> Describe and compare measurable attributes</p> <p>➤ <b>K.MD.B.3</b> Identify the penny nickel, dime, and quarter and recognize the value of each.</p>	<p><b>Objectives/Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 17:</b> I can make an informal comparison of area. (K.CC.C.6)</li> <li>• <b>Lesson 18:</b> I can compare to find if there are enough. (K.CC.C.6)</li> <li>• <b>Lesson 19**:</b> I can compare using more than and the same as. (K.CC.C.6)</li> </ul>	<p><b>Pacing Considerations:</b>  <b>OMIT Lesson 16</b></p> <p><b>Note:</b> Sprints are introduced in the second half of this module through a gradual progression of preparation exercises. When consolidating or omitting lessons, take care to maintain the intended sequence of the Sprints as listed.</p> <p><b>Additional instructional resources for enrichment/remediation:</b>  <a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons:</b></p> <ul style="list-style-type: none"> <li>• Lesson 5: <a href="#">Compare within 5</a></li> </ul> <p><a href="#">Zearn</a>            Numbers to 10</p> <p><a href="#">Embarc.online Module 3</a></p> <p><b>I-Ready Lessons:</b>            Not Available</p> <p><b>Task Bank:</b>  <a href="#">Which Number is Greater? Which Number is Less? (K.CC.C.6)</a></p>	<p><b>Lesson 17:</b> Dot Cards of 8            Show Me Bigger/Smaller            Matching Fingertips One-to-One</p> <p><b>Lesson 18:</b> Finger Number Pairs            Matching Fingertips One-to-One            Matching Circles and Squares</p> <p><b>Lesson 19:</b> Dot Cards of 9            Building Up: Sprint Routine:            Starting &amp; Stopping at Signal            Show me 1 More, 1 Less</p>

■ Major Content

➤ Supporting Content



# Curriculum and Instruction –Mathematics

## Quarter 2

## Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<p><b>Domain:</b> Counting and Cardinality  <b>Cluster:</b> Know number names and the count sequence</p> <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 the matching and counting strategies. (Include groups with up to ten objects.)</p> <p>■ <b>K.CC.C.7</b> Compare two given up to 10, when written as numerals, using the terms greater than, less than, or equal to.</p> <p><b>Domain:</b> Measurement  <b>Cluster:</b> Describe and compare measurable attributes</p> <p>➤ <b>K.MD.B.3</b> Identify the penny nickel, dime, and quarter and recognize the value of each.</p>	<p><b>Topic F: Comparison of Sets Within 10</b></p> <p><b>Objectives/Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 20:</b> I can relate more and less to length. (K.CC.C.6, K.CC.C.7)</li> <li>• <b>Lesson 21:</b> I can compare sets informally using more, less and fewer. (K.CC.C.6, K.CC.C.7)</li> <li>• <b>Lesson 22**:</b> I can identify and create a set that has the same number of objects. (K.CC.C.6, K.CC.C.7)</li> <li>• <b>Lesson 23**:</b> I can reason to identify and make a set that has 1 more. (K.CC.C.6, K.CC.C.7)</li> <li>• <b>Lesson 24**:</b> I can reason to identify and make a set that has 1 less. (K.CC.C.6, K.CC.C.7)</li> </ul>	<p><a href="#">Eureka Parent Newsletter: Topic F</a></p> <p><b>Pacing Considerations:</b>  <b>Note:</b> Sprints are introduced in the second half of this module through a gradual progression of preparation exercises. When consolidating or omitting lessons, take care to maintain the intended sequence of the Sprints as listed. <b>Combine Lessons 23 and 24:</b> Review both lessons and choose the problems that align to the depth of knowledge the standard requires and meets the needs of your students in both the concept development, problem set and exit ticket.</p> <p><b>Additional instructional resources for enrichment/remediation:</b>  <a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons:</b></p> <ul style="list-style-type: none"> <li>• Lesson 12: <a href="#">Compare Within 10</a></li> </ul> <p><a href="#">Zearn</a>            Numbers to 10</p> <p><a href="#">Embarc.online Module 3</a></p> <p><b>I-Ready Lessons:</b></p> <ul style="list-style-type: none"> <li>• Comparing Length</li> <li>• Comparing Sets</li> </ul> <p><b>Task Bank:</b>  <a href="#">Which Number is Greater? Which Number is Less? (K.CC.C.6)</a></p>	<p><b>Fluency Practice:</b></p> <p><b>Lesson 20:</b> Building Up Sprint Routine:            Observing and Noticing            Building 1 More and 1 Less Trains</p> <p><b>Lesson 21:</b> My First Sprint            Finger Number Pairs</p> <p><b>Lesson 22:</b> Make It Equal            Roll and Draw 5-Groups            5-Group Fill-Up</p> <p><b>Lesson 23:</b> Show Me 1 More            Roll and Say 1 More            Finish My Sentence</p> <p><b>Lesson 24:</b> Show Me 1 Less            Roll and Say 1 Less            Finish My Sentence (1Less)</p>



# Curriculum and Instruction –Mathematics

Quarter 2

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<p><b>Domain:</b> Counting and Cardinality  <b>Cluster:</b> Know number names and the count sequence</p> <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 the matching and counting strategies. (Include groups with up to ten objects.)</p> <p>■ <b>K.CC.C.7</b> Compare two given up to 10, when written as numerals, using the terms greater than, less than, or equal to.</p> <p><b>Domain:</b> Measurement  <b>Cluster:</b> Describe and compare measurable attributes</p> <p>➤ <b>K.MD.B.3</b> Identify the penny nickel, dime, and quarter and recognize the value of each.</p>	<p><b>Topic G: Comparison of Numerals</b></p> <p><b>Learning Targets/ Objectives:</b></p> <p><b>Lesson 25**:</b> I can match and count to compare a number of objects. State which quantity is more. (<b>K.CC.6, K.CC.7, K.CC.4c</b>)</p> <p><b>Lesson 26:</b> I can match and count to compare two sets of objects. State which quality is less. (<b>K.CC.6, K.CC.7, K.CC.4c</b>)</p> <p><b>Lesson 27:</b> I can strategize to compare two sets. (<b>K.CC.6, K.CC.7, K.CC.4c</b>)</p> <p><b>Lesson 28:</b> I can visualize quantities to compare two numerals. (<b>K.CC.6, K.CC.7, K.CC.4c</b>)</p>	<p><a href="#">Eureka Parent Newsletter: Topic G</a></p> <p><b>Pacing Considerations:</b>  <b>Note:</b> Sprints are introduced in the second half of this module through a gradual progression of preparation exercises. When consolidating or omitting lessons, take care to maintain the intended sequence of the Sprints as listed. <b>Combine Lessons 25 and 26:</b> Review both lessons and choose the problems that align to the depth of knowledge the standard requires and meets the needs of your students in both the concept development, problem set and exit ticket.</p> <p><b>Additional instructional resources for enrichment/remediation:</b>  <a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons:</b></p> <ul style="list-style-type: none"> <li>Lesson 5: <a href="#">Compare within 5</a></li> <li>Lesson 12: <a href="#">Compare Within 10</a></li> </ul> <p><a href="#">Zearn</a>            Numbers to 10  <a href="#">Embarc.online Module 3</a></p> <p><b>I-Ready Lessons:</b></p> <ul style="list-style-type: none"> <li>Comparing Sets</li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li><a href="#">Exemplar: Count and Compare</a></li> </ul> <p><b>Task Bank:</b>  <a href="#">Which Number is Greater? Which Number is Less? (K.CC.C.6)</a></p>	<p><b>Fluency Practice:</b></p> <p><b>Lesson 25-</b> Beat Your Score</p> <p><b>Lesson 26-</b> Matching Fingertips            One-to-One,            Dot Cards of 6,            Say 10 Push-Ups</p> <p><b>Lesson 27-</b> How Many are Hiding,            Hidden Numbers,            Show Me Taller/Shorter</p> <p><b>Lesson 28-</b> Sprint: Counting to 5 in Varied Configurations</p>





# Curriculum and Instruction –Mathematics

Quarter 2

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<p><b>Domain:</b> Measurement  <b>Cluster:</b> Describe and compare measurable attributes</p> <p>➤ <b>K.MD.A.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>➤ <b>K.MD.A.2</b> 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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	<p><b>Topic H: Clarification of Measurable Attributes</b></p> <p><b>Learning Targets/ Objectives:</b></p> <p><b>Lesson 29:</b> I can observe cups of colored water of equal volume poured into a variety of container shapes. (K.MD.A.1, K.MD.A.2,)</p> <p><b>Lesson 30:</b> I can use balls of clay of equal weights to make sculptures. (K.MD.A.1, K.MD.A.2)</p> <p><b>Lesson 31:</b> Use benchmarks to create and compare rectangles of different lengths to make a city. (K.MD.A.1, K.MD.A.2,</p> <p><b>Lesson 32:</b> I can complete a culminating task by describing measurable attributes of single objects. (K.MD.A.1, K.MD.A.2)</p> <p><b>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.</b></p>	<p><a href="#">Eureka Parent Newsletter: Topic H</a></p> <p><b>Pacing Considerations:</b></p> <p><i>Topic H serves as a culminating topic where students synthesize their knowledge of the attributes previously studied in this module. Because no new learning is introduced, these lessons might be omitted or moved to another time of day. Topic H is omitted from the Instructional Calendar.</i></p> <p><b>Note:</b> Sprints are introduced in the second half of this module through a gradual progression of preparation exercises. When consolidating or omitting lessons, take care to maintain the intended sequence of the Sprints as listed.</p> <p><b>Additional instructional resources for enrichment/remediation:</b>  <a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons:</b></p> <ul style="list-style-type: none"> <li>Lesson 26: <a href="#">Compare Length</a></li> <li>Lesson 27: <a href="#">Compare Weight</a></li> </ul> <p><a href="#">Zearn</a>            Numbers to 10</p> <p><a href="#">Embarc.online Module 3</a></p> <p><b>I-Ready Lessons:</b>            Not Available</p>	<p><b>Fluency Practice:</b></p> <p><b>Lesson 29-</b> Tower Flip, 5-Group Fill-Up, Full, Not Full, Empty</p> <p><b>Lesson 30-</b> Tower Flip, Counting the Say Ten Way with Rekenrek, Growing Apples to 10</p> <p><b>Lesson 31-</b> Sprint: Rekenrek to 5</p> <p><b>Lesson 32-</b> Breaking apart Dot Cards of 6, Mystery Attribute</p>





# Curriculum and Instruction –Mathematics

## Quarter 2

## Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
Module 4: Number Pairs, Addition and Subtraction to 10 (continued in Q3)			
<p><i>Note: There are multiple opportunities throughout this module to introduce students to the nickel as students are composing and decomposing the number 5. The lessons that could include the use of the nickel are highlighted and notated with an ** after the lesson. When planning for these lessons include language about the value of a nickel in order to continue student understanding of K.MD.B.3.</i></p>			
<p><b>Domain:</b> Operations and Algebraic Thinking  <b>Cluster:</b> K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>■ <b>K.OA.A.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, 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)</p> <p>■ <b>K.OA.A.3</b> Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., <math>5=2+3</math> and <math>5=4+1</math>) by using objects or drawings. Record each decomposition using a drawing or writing an equation.</p> <p>■ <b>K.OA.A.5</b> Fluently add and subtract within 10.</p> <p><b>Domain:</b> Measurement  <b>Cluster:</b> Describe and compare measurable attributes</p> <p>➤ <b>K.MD.B.3</b> Identify the penny nickel, dime, and quarter and recognize the value of each.</p>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>How can I model composition and decomposition of 5?</li> </ul> <p><b>Topic A: Composition and Decomposition of 2, 3, 4, and 5</b></p> <p><b>Learning Targets/Objectives</b></p> <p><b>Lesson 1:</b> I can model composition and decomposition of numbers to 5 using actions, objects and drawings (K.OA.A.1, K.OA.A.3, K.OA.A.5)</p> <p><b>Lesson 2:</b> I can Model composition and decomposition of numbers to 5 using fingers and linking cube sticks (K.OA.A.1, K.OA.A.3, K.OA.A.5)</p> <p><b>Lesson 3:</b> I can represent composition story situations with drawings using numeric number bonds. (K.OA.A.1, K.OA.A.3, K.OA.A.5)</p> <p><b>Lesson 4:</b> I can represent decomposition story situations with drawings using numeric number bonds. (K.OA.A.1, K.OA.A.3, K.OA.A.5)</p> <p><b>Lesson 5:</b> I can represent decomposition of numbers to 5 using pictorial and numeric number bonds. (K.OA.A.1, K.OA.A.3, K.OA.A.5)</p> <p><b>Lesson 6**:</b> I can represent number bonds with composition and decomposition story situations. (K.OA.A.1, K.OA.A.3, K.OA.A.5)</p>	<p><a href="#">Eureka Parent Newsletter: Topic A</a></p> <p><b>Pacing Considerations:</b>  <b>Lesson 6*</b> - consider using pennies and nickels along with the use of 5 sticks.</p> <p><b>Additional instructional resources for enrichment/remediation:</b>  <a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons:</b></p> <ul style="list-style-type: none"> <li>Lesson 6: <a href="#">Make 3,4, and 5</a></li> <li>Lesson 14: <a href="#">Understand Addition</a></li> <li>Lesson 15: <a href="#">Add Within 5</a></li> </ul> <p><a href="#">Zearn</a>            Numbers to 10</p> <p><a href="#">Embarc.online – Module 4</a></p> <p><b>Videos</b>  <a href="#">Marbles in a Jar - Connected Solution Paths</a></p> <p><b>I-Ready Lessons</b></p> <ul style="list-style-type: none"> <li>Composing and Decomposing with 5 as a Benchmark</li> </ul> <p><b>Task Bank:</b>  <a href="#">Dice Addition (K.OA.A.2, K.OA.A.3)</a></p>	<p><b>Vocabulary</b>            Addition, Addition and Subtraction Sentences, make 10, Minus, Number Bond, Number Pairs or Partners, Part, Put Together, Subtraction, take apart, Take Away, Whole</p> <p>Familiar Terms and Symbols            5-group, Equals, Hidden partners, Number Sentence, Number Story, Numbers, Plus</p> <p><b>Fluency Practice:</b></p> <p><b>Lesson 1-</b> 5 Frames: Counting Dots and Spaces,            Making 3, 4, and 5 Finger Combinations, Make 5 Matching Game</p> <p><b>Lesson 2-</b> Draw Lines to Make a Bond of 3, Hidden Numbers,            Say Ten Push-Ups</p> <p><b>Lesson 3-</b> Sprint: Number Order to 5</p> <p><b>Lesson 4-</b> Comparing Towers,            Draw Lines to Make a Bond of 4</p> <p><b>Lesson 5-</b> Counting the Say Ten Way with the Rekenrek,            Draw Lines to Make a Bond of 5, Making 4 with Squares and Beans</p> <p><b>Lesson 6-</b> Sprint: Make 5</p>



# Curriculum and Instruction –Mathematics

## Quarter 2

## Grade: Kindergarten

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<p><b>Domain:</b> Operations and Algebraic Thinking  <b>Cluster:</b> <b>K.OA.A</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>■ <b>K.OA.A.3</b> Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., <math>5=2+3</math> and <math>5=4+1</math>) by using objects or drawings. Record each decomposition using a drawing or writing an equation.</p> <p><b>Domain:</b> Measurement  <b>Cluster:</b> Describe and compare measurable attributes</p> <p>➤ <b>K.MD.B.3</b> Identify the penny nickel, dime, and quarter and recognize the value of each.</p>	<p><b>Topic B: Decompositions of 6, 7, and 8 into Number Pairs</b></p> <p><b>Learning Targets/ Objectives</b></p> <p><b>Lesson 7:</b> I can model decompositions of 6 using a story situation, objects, and number bonds. (<b>K.OA.A.3</b>),</p> <p><b>Lesson 8:</b> I can model decompositions of 7 using a story situation, sets, and number bonds. (<b>K.OA.3</b>)</p> <p><b>Topic B will continue in Q3</b></p>	<p><a href="#">Eureka Parent Newsletter: Topic B</a></p> <p><b>Pacing Considerations:</b></p> <ul style="list-style-type: none"> <li>When using 5 group cards consider customizing your lessons to use pennies and nickels to help students continue their mastery of <b>K.MD.B.3</b>.</li> </ul> <p><b>Additional instructional resources for enrichment/remediation:</b>  <a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons:</b></p> <ul style="list-style-type: none"> <li>Lesson 8: <a href="#">Make 6 and 7</a></li> </ul> <p><a href="#">Zearn</a>            Numbers to 10</p> <p><a href="#">Embarc.online – Module 4</a></p> <p><b>Videos:</b>  <a href="#">Marbles in a Jar - Connected Solution Paths</a></p> <p><b>I-Ready Lessons</b></p> <ul style="list-style-type: none"> <li>Composing and Decomposing with 10 as a Benchmark</li> </ul> <p><b>Task Bank:</b>  <a href="#">Dice Addition (K.OA.A.2, K.OA.A.3)</a></p>	<p><b>Fluency Practice:</b></p> <p><b>Lesson 7-</b> Number Bond Flash, 5-Group on the Dot Path, Make 6 Matching Game</p> <p><b>Lesson 8-</b> Say Ten Push-Ups, Snap, Comparing Towers</p> <p><b>Lesson 9-</b> Making 8 with Squares and Beans, Hidden Numbers,</p> <p><b>Lesson 10-</b> Sprint: Make 6</p> <p><b>Lesson 11-</b> Take Apart Groups of Circles, Finger Number Pairs, Make 7 Matching Game</p> <p><b>Lesson 12-</b> Draw More to Make 5, 5-Group Hands, 5-Group on the Dot Path</p>



# Curriculum and Instruction –Mathematics

Quarter 2

Grade: Kindergarten

## RESOURCE TOOLBOX

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.

**NWEA MAP Resources:** [https://teach.mapnwea.org/assist/help\\_map/ApplicationHelp.htm#UsingTestResults/MAPReportsFinder.htm](https://teach.mapnwea.org/assist/help_map/ApplicationHelp.htm#UsingTestResults/MAPReportsFinder.htm) - Sign in and Click the Learning Continuum Tab – this resources will help as you plan for intervention, and differentiating small group instruction on the skill you are currently teaching. (Four Ways to Impact Teaching with the Learning Continuum)  
<https://support.nwea.org/khanrit> - These Khan Academy lessons are aligned to RIT scores.

### Textbook Resources

[Engage NY/Eureka Math Teacher Support](#)

### CCSS

[Tennessee Math Standards](#)

### Videos

[Teaching Math: A Video Library K-4](#)

[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 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE K



October 2018						
	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 1	<b>1</b> Topic G: Lesson 29	<b>2</b> Lesson 30	<b>3</b> Lessons 31/32 Combined	<b>4</b> Flex (NWEA) Day	<b>5</b> Flex Day End of 1 <sup>st</sup> Nine Weeks	<p><b>Combine Lesson 31 and 32</b></p> <p>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.</p>
	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
Fall Break						
	<i>Columbus Day</i>					
Module 1	<b>15</b> Topic H: Lesson 33 Begin 2 <sup>nd</sup> Nine Weeks	<b>16</b> Lesson 34	<b>17</b> Lesson 35	<b>18</b> Lesson 36 (Omit Lesson 37)	<b>19</b> <b>M1: End of Module Assessment</b>	<p>Note: <i>Flex days</i> are included in the instructional calendar to allow opportunities for review, district testing, portfolio testing, tasks and other school-based activities. (See curriculum map for Task Bank)</p>
Complete Module 1 Begin Module 3	<b>22</b> <b>M1: End of Module Assessment</b>	<b>23</b> <b>M1: End of Module Assessment Complete</b>	<b>24</b> Module 3: Topic A: Lesson 1	<b>25</b> Lesson 2	<b>26</b> Lesson 3	<p>Note: In order to ensure the standards needed for the Kindergarten Portfolio are taught prior to portfolio submission it is necessary to move Module 2 <b>AFTER</b> Module 5. Please plan according to the updated instructional calendar.</p>
Module 3	<b>29</b> Topic B: Lesson 5 Omit Lesson 4	<b>30</b> Lesson 6 Omit Lesson 7	<b>31</b> Topic C: Lesson 8/9 Combined <i>Halloween</i>	<b>1</b>	<b>2</b>	<p><b>Omit Lesson 4</b> <b>Omit Lesson 7</b> <b>Combine Lesson 8 and 9</b></p>

**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.**



# SHELBY COUNTY SCHOOLS 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE K



November 2018						
	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 3				<b>1</b> Lesson 10	<b>2</b> Combine Lesson 11 and 12	Combine Lesson 11 and 12
Module 3	<b>5</b> Topic D: Lessons 13-15 Combined over a 2-day period	<b>6</b> Topic D: Lessons 13-15 Combined over a 2-day period	<b>7</b> M3: Mid Module Assessment	<b>8</b> M3: Mid Module Assessment	<b>9</b> M3: Mid Module Assessment Complete	
Module 3	<b>12</b>  <i>Veteran's Day (Out)</i>	<b>13</b> Topic E: Lesson 17 Omit Lesson 16	<b>14</b> Lesson 18	<b>15</b> Lesson 19	<b>16</b> Topic F: Lesson 20	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.  Omit Lesson 16
Module 3	<b>19</b> Lesson 21	<b>20</b> Flex Day	<b>21</b>	<b>22</b>	<b>23</b>	Note: <i>Flex days</i> are included in the instructional calendar to allow opportunities for review, district testing, portfolio testing, tasks and other school-based activities. (See curriculum map for Task Bank)
<b>Thanksgiving Break</b>						
Module 3	<b>26</b> Lesson 22	<b>27</b> Lesson 23/24 Combined	<b>28</b> Topic G: Lesson 25/26 Combined	<b>29</b> Lesson 27	<b>30</b> Lesson 28	Combine lesson 23 and 24 Combine lesson 25 and 26

**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.**



# SHELBY COUNTY SCHOOLS 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE K



December 2018						
	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
End of Module 3 Begin Module 4	<b>3</b> M3: End of Module Assessment	<b>4</b> M3: End of Module Assessment	<b>5</b> M3: End of Module Assessment Complete	<b>6</b> Flex (NWEA) day	<b>7</b> Module 4 Topic A: Lesson 1	<p>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.</p> <p>Note: <i>Flex days</i> are included in the instructional calendar to allow opportunities for review, district testing, portfolio testing, tasks and other school-based activities. (See curriculum map for Task Bank)</p>
Module 4	<b>10</b> Lesson 2	<b>11</b> Lesson 3	<b>12</b> Lesson 4	<b>13</b> Lesson 5	<b>14</b> Lesson 6	
Module 4	<b>17</b> Topic B: Lesson 7	<b>18</b> Lesson 8	<b>19</b> Flex day  <i>2<sup>nd</sup> Nine Week ends</i>	<b>20</b> <b>21</b>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Winter Break</div>		
	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	
Winter Break						
	<b>31</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Winter Break						

**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.**