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.

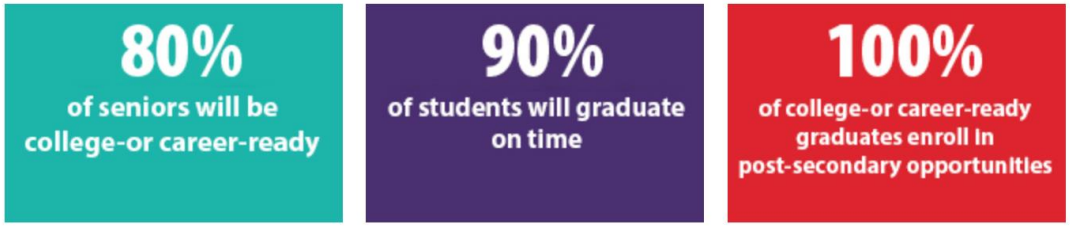
Use the following guide as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions.

Pacing and Preparation Guide (Omissions)

Introduction

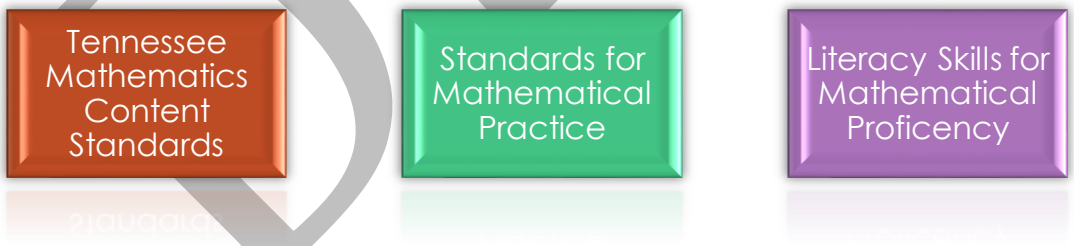
Destination 2025, Shelby County Schools' 10-year strategic plan, is designed not only to improve the quality of public education, but also to create a more knowledgeable, productive workforce and ultimately benefit our entire community.

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.

Grade K Quarter 2 Overview

Module 2: Two-Dimensional and Three-Dimensional Shapes
Module 3: Comparison of Length, Weight, Capacity, and 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.OA.A.3	Conceptual Understanding	K.OA.A.2
K.G.A.1	Conceptual Understanding	Introductory
K.G.A.2	Conceptual Understanding, Procedural Fluency	Introductory
K.G.A.3	Conceptual Understanding	Introductory
K.G.B.4	Conceptual Understanding	Introductory
K.CC.C.6	Conceptual Understanding	Introductory
K.CC.C.7	Conceptual Understanding	K.CC.C.6
K.MD.A.1	Conceptual Understanding	Introductory
K.MD.A.2	Conceptual Understanding	K.MD.A.1
K.MD.B.3	Conceptual Understanding	Introductory
K.MD.C.4	Conceptual Understanding, Procedural Fluency	K.MD.A.2, K.CC.C.6
Denotes Portfolio Standard **(2018-2019)**		
Instructional Focus Document – Grade K		

Curriculum and Instruction –Mathematics

Quarter 2 — Grade: Kindergarten

TN STATE STANDARDS	CONTENT	IINSTRUCTIONAL SUPPORT & RESOURCES	
Module 2: Two-Dimensional and Three-Dimensional Shapes			
Domain: Geometry **Cluster:** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes) ➢ **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. ➢ **K.G.A.2** Correctly name shapes regardless of their orientations or overall size. **Domain:** Geometry **Cluster:** Analyze, compare, and compose shapes. **K.G.B.4** Describe similarities and differences between two-and three-dimensional shapes in different sizes and orientations	**Essential Questions** • How can you tell if a shape is a rectangle? • How can you tell if a shape is a circle? • How can you tell if a shape is a triangle? • How can you use smaller shapes to make a larger shape? • What do you look for when you describe and match shapes? • How can you describe the flat surfaces of solids? **Topic A: Two-Dimensional Flat Shapes** **Learning Targets/ Objectives :** • **Lesson 1:** I can find and describe flat triangles, squares, rectangles, hexagons, and circles using informal language without naming. (**K.G.B.4)** • **Lesson 2:** I can explain decisions about classifications of triangles into categories using variants and non-examples. I can identify shapes as triangles **(K.G.A.2, K.G.B.4)** • **Lesson 3:** I can explain decisions about classifications of rectangles into categories using variants and non-examples. I can identify shapes as rectangles. **(K.G.A.2, K.G.B.4)** • **Lesson 4:** I can explain decisions about classifications of hexagons and circles,	Eureka Parent Newsletter: Topic A **Pacing Considerations:** **Omit Lesson 5**	**Vocabulary – Module 2** Above, below, beside, in front of, next to, behind, circle, cone, cube, cylinder, face, flat, hexagon, rectangle, solid, sphere, square, triangle Familiar Terms: Match, sort **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 29: See Position and Shape • Lesson 30: Name Shapes **Zearn** Numbers to 10 **Embarc.online Module 2** **I-Ready Lessons:** Identifying Two-Dimensional Shapes Identifying Three-Dimensional Shapes **Task Bank:** **Alike or Different (K.G.B.4)**

■ Major Content | ➢ Supporting Content

TN STATE STANDARDS	CONTENT	IINSTRUCTIONAL SUPPORT & RESOURCES	
	and identify them by name. I can make observations using variants and non-examples. **(K.G.A.2, K.B.4)** • **Lesson 5:** I can describe and communicate positions of all flat shapes using the words above below, beside, in front of, next to, and behind. **(K.G.A.1, K.G.B.4)** **(Can be omitted)**		
Domain: Geometry **Cluster:** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes) ➢ **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. ➢ **K.G.A.2** Correctly name shapes regardless of their orientations or overall size. **Domain:** Geometry	**Topic B: Three-Dimensional Solid Shapes** **Learning Targets/ Objectives :** • **Lesson 6:** I can find and describe solid shapes using informal language without naming. **(K.G.B.4)** • **Lesson 7:** I can explain decisions about classification of solid shapes into categories. I can name the sold shapes. **(K.G.A.2, K.G.B.4)** • **Lesson 8:** I can describe and communicate positions of all solid shapes using the words above, below, beside, in front of, next to and behind. **(K.G.A.2, K.G.A.1, K.G.B.4)** **(Can be omitted)**	Eureka Parent Newsletter: Topic B **Pacing Considerations:** **Omit Lesson 8**	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 29: See Position and Shape • Lesson 30: Name Shapes **Zearn** Numbers to 10 **Embarc.online Module 2** **I-Ready Lessons:** Identifying Two-Dimensional Shapes Identifying Three-Dimensional Shapes Attributes of Three-Dimensional Shapes **Task Bank:**

TN STATE STANDARDS	CONTENT	IINSTRUCTIONAL SUPPORT & RESOURCES	
Cluster: Analyze, compare, and compose shapes. **K.G.B.4** Describe similarities and differences between two-and three-dimensional shapes in different sizes and orientations			**Alike or Different** (K.G.B.4)
Domain: Measurement and Data **Cluster:** Classify objects and count the number of objects. ➢ **K.MD.B.4** Sort objects into given categories; with 10 or les in each category. Compare the Categories by group size **Domain:** Geometry **Cluster:** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes) ➢ **K.G.A.3** Identify shapes as two-dimensional or three-dimensional **Domain:** Geometry **Cluster:** Analyze, compare, and compose shapes. **K.G.B.4** Describe similarities and differences between two-and three-dimensional shapes in different sizes and orientations	**Topic C: Two-Dimensional and Three-Dimensional Shapes** **Learning Targets/ Objectives :** • **Lesson 9:** I can identify and sort shapes as two-dimensional or three-dimensional, and recognize two-dimensional and three-dimensional shapes in different orientations and sizes. **(K.MD.B.4, K.G.A.3, K.G.B.4)** • **Lesson 10:** I can collaborate in groups to create displays of different flat shapes with examples, non-examples, and a corresponding solid shape. **(K.G.B .4)** **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.*	**Eureka Parent Newsletter: Topic C** **Pacing Considerations:** **Lesson 10:** Use this lesson as a work station while testing students one on one.	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 31: Compare Shapes **Zearn** Numbers to 10 **Embarc.online Module 2** **I-Ready Lessons:** Identifying Two-Dimensional Shapes Identifying Three-Dimensional Shapes Attributes of Three-Dimensional Shapes **Task Bank:** **Alike or Different** (K.G.B.4)

Curriculum and Instruction –Mathematics

Quarter 2 — Grade: Kindergarten

TN STATE STANDARDS	CONTENT	IINSTRUCTIONAL SUPPORT & RESOURCES	
Module 3: Comparison of Length, Weight, Capacity and Numbers to 10 ***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.***			
Domain: Measurement **Cluster:** Describe and compare measurable attributes ➢ **K.MD.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. ➢ **K.MD.A.2** 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. *For example, directly compare the heights of two children and describe one child as taller/shorter.* ➢ **K.MD.B.3** Identify the penny nickel, dime, and quarter and recognize the value of each.	**Essential Questions** • How can you decide which object is larger and which object is smaller? • What words tell how long objects are? • How can you compare and order the length of three objects? • How can you use connecting cubes to measure and compare lengths? • How can you tell if a container holds the same or more or less than another? • How can you compare the weights of two objects? **Topic A: Comparison of Length and Height** **Objectives/Learning Targets:** • **Lesson 1**:** I can compare lengths using taller than and shorter than with aligned and non-aligned endpoints. (**K.MD.A.1, K.MD.A.2**) • **Lesson 2:** I can compare length measurements with string. (**K.MD.A.1, K.MD.A.2**) • **Lesson 3:** I can make a series of longer than and shorter than comparisons. (**K.MD.A.1, K.MD.A.2**) **(Can be omitted)**	Eureka Parent Newsletter: Topic A **Pacing Considerations:** **Omit Lesson 3**	**Vocabulary – Module 3** 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 Familiar Terms Match, Numbers 1-10 **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 26: Compare Length **Zearn** Numbers to 10 **Embarc.online Module 3** **I-Ready Lessons:** • Comparing Length **Task Bank:** **Longer and Shorter? (K.MD.A.2)**
Domain: Counting and Cardinality **Cluster:** Know number names and the count sequence	**Topic B: Comparison of Length and Height of Linking Cube Sticks Within 10**	Eureka Parent Newsletter: Topic B **Pacing Considerations:**	**Additional instructional resources for enrichment/remediation:** Remediation Guide

■ Major Content | ➢ Supporting Content

Curriculum and Instruction –Mathematics

Quarter 2

Grade: Kindergarten

TN STATE STANDARDS	CONTENT	IINSTRUCTIONAL SUPPORT & RESOURCES	
■ **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 the matching and counting strategies. (Include groups with up to ten objects.) **Domain:** Operations and Algebraic Thinking Cluster: 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 addend pairs in more that one way (e.g, 5 = 3 + 3 and 5 = 4 + 1) by using objects or drawings. Record each decomposition using a drawing or writing an equation. **Domain:** Measurement **Cluster:** Describe and compare measurable attributes ➢ **K.MD.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. ➢ **K.MD.A.2** 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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	**Objectives/Learning Targets:** • **Lesson 4:** I can compare the length of linking cube sticks to a 5-stick. (**K.MD.A.1, K.MD.A.2)** • **Lesson 5:** I can determine which linking cube stick is longer than or shorter than the other. (**K.MD.A.1, K.MD.A.2, K.CC.C.6)** • **Lesson 6:** I can compare the length of linking cube sticks to various objects. (**K.MD.A.1, K.MD.A.2)** • **Lesson 7:** I can compare objects using the same as. (**K.CC.C.6, K.OA.A.3)** **(Can be omitted)**	**Combine Lesson 5 and 9** Combine with Lesson 9. (See notes with lesson 9) **Omit Lesson 7**	**Ready teacher-toolbox aligned lessons:** • Lesson 26: Compare Length **Zearn** Numbers to 10 **Embarc.online Module 3** **I-Ready Lessons:** • Comparing Length **Task Bank:** **Longer and Shorter? (K.MD.A.2)**
Domain: Measurement **Cluster:** Describe and compare measurable attributes	**Topic C: Comparison of Weight** **Objectives/Learning Targets:**	**Eureka Parent Newsletter: Topic C** **Pacing Considerations:** **Combine 9 and 5:**	**Additional instructional resources for enrichment/remediation:** Remediation Guide

■ Major Content | ➢ Supporting Content

Curriculum and Instruction –Mathematics

Quarter 2 — Grade: Kindergarten

TN STATE STANDARDS	CONTENT	IINSTRUCTIONAL SUPPORT & RESOURCES	
➢ **K.MD.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. ➢ **K.MD.A.2** 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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	• **Lesson 8:** I can compare using than heavier than and lighter than with classroom objects. (**K.MD.A.1, K.MD.A.2)** • **Lesson 9:** I can compare objects using heavier than, lighter than, and the same as with balance scales. (**K.MD.A.1, K.MD.A.2)** • **Lesson 10**:** 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)** • **Lesson 11**:** I can observe conservation of weight on the balance scale. (**K.MD.A.1, K.MD.A.2)** • **Lesson 12**:** 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)** **(Can be omitted)**	**Suggestions for combining:** Teach lesson 5 infusing the balance and helping the students compare the weight of objects. Have them complete the problem set from 5. Use the application problem from lesson 9 **Omit Lesson 12** (similar to lessons 18, 19 and 21)	**Ready teacher-toolbox aligned lessons:** • Lesson 27: Compare Weight **Zearn** Numbers to 10 **Embarc.online Module 3** **I-Ready Lessons:** Not available **Task Bank:** **Longer and Heavier? Shorter and Heavier? (K.MD.A)** **Which is Heavier? (K.MD.A.1, K.MD.A.2)** **Which Weighs More, Which Weighs Less? (K.MD.A.2)**
Domain: Measurement **Cluster:** Describe and compare measurable attributes ➢ **K.MD.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. ➢ **K.MD.A.2** 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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	**Topic D: Comparison of Volume** **Objectives/Learning Targets:** • **Lesson 13:** I can compare volume using more than, less than, and the same as by pouring. (**K.MD.A.1, K.MD.A.2)** • **Lesson 14:** I can explore conservation of volume by pouring. (**K.MD.A.1, K.MD.A.2)** • **Lesson 15:** I can compare using the same as with units. (**K.MD.A.1, K.MD.A.2)** **Complete Mid Module Assessment –** *the data on the assessment is to be used for the Kindergarten report card. Please see Kindergarten Assessment Handbook for*	**Eureka Parent Newsletter: Topic D** **Pacing Considerations:** **Suggestions for combining:** 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").	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** Not Available **Zearn** Numbers to 10 **Embarc.online Module 3** **I-Ready Lessons:** Not Available

■ Major Content | ➢ Supporting Content

TN STATE STANDARDS	CONTENT	IINSTRUCTIONAL SUPPORT & RESOURCES	
	additional details.	**Lesson 15:** Review lesson 7 concept "same as". Use this concept during the concept development of lesson 15.	
Domain: Counting and Cardinality **Cluster:** Know number names and the count sequence ■ **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 the matching and counting strategies. (Include groups with up to ten objects.) **Domain:** Measurement **Cluster:** Describe and compare measurable attributes ➢ **K.MD.B.3** Identify the penny nickel, dime, and quarter and recognize the value of each.	**Topic E: Are There Enough?** **Objectives/Learning Targets:** • **Lesson 17:** I can make an informal comparison of area. (**K.CC.C.6)** • **Lesson 18:** I can compare to find if there are enough. (**K.CC.C.6)** • **Lesson 19**:** I can compare using more than and the same as. (**K.CC.C.6)**	Eureka Parent Newsletter: Topic E **Pacing Considerations:** **Omit Lesson 16** **Combine Lessons 18 and 19** **Suggestions for combining:** Complete the following fluency from Lesson 18: Matching Fingertips One-to-One and from Lesson 19: Dot Cards of 9 and Building up to the Sprint Routine. Complete the Application problem from Lesson 18. Use the concept development from Lesson 19 making sure you emphasize the language more the same number of __ as __ and continue using fewer than. Complete the problem set for Lesson 19. *Note:* 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.	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 5: Compare within 5 **Zearn** Numbers to 10 **Embarc.online Module 3** **I-Ready Lessons:** Not Available **Task Bank:** **Which Number is Greater? Which Number is Less? (K.CC.C.6)**

■ Major Content ➢ Supporting Content

Curriculum and Instruction –Mathematics

Quarter 2 — Grade: Kindergarten

TN STATE STANDARDS	CONTENT	IINSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Counting and Cardinality **Cluster:** Know number names and the count sequence ■ **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 the matching and counting strategies. (Include groups with up to ten objects.) ■ **K.CC.C.7** Compare two given up to 10, when written as numerals, using the terms greater than, less than, or equal to. **Domain:** Measurement **Cluster:** Describe and compare measurable attributes ➢ **K.MD.B.3** Identify the penny nickel, dime, and quarter and recognize the value of each.	**Topic F: Comparison of Sets Within 10** **Objectives/Learning Targets:** • **Lesson 20:** I can relate more and less to length. (**K.CC.C.6, K.CC.C.7**) • **Lesson 21:** I can compare sets informally using more, less and fewer. (**K.CC.C.6**) • **Lesson 22**:** I can identify and create a set that has the same number of objects. (**K.CC.C.6, K.CC.C.7**) • **Lesson 23**:** I can reason to identify and make a set that has 1 more. (**K.CC.C.6, K.CC.C.7, K.CC.B.4c**) • **Lesson 24**:** I can reason to identify and make a set that has 1 less. (**K.CC.C.6, K.CC.C.7**)	Eureka Parent Newsletter: Topic F **Pacing Considerations:** **Lesson 23 and 24:** Combine. **Suggestions for combining:** These lessons are one more and one less and can be combined. Students will need to listen to determine if something is one more or one less. Use problem sets from lessons 23 and 24, complete only the front of each problem set. *Note:* 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.	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 12: Compare Within 10 **Zearn** Numbers to 10 **Embarc.online Module 3** **I-Ready Lessons:** • Comparing Length • Comparing Sets **Task Bank:** **Which Number is Greater? Which Number is Less? (K.CC.C.6)**
Domain: Counting and Cardinality **Cluster:** Know number names and the count sequence ■ **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 the matching and counting strategies. (Include groups with up to ten objects.) ■ **K.CC.C.7** Compare two given up to 10, when written as numerals, using the terms greater than, less than, or equal to. **Domain:** Measurement	**Topic G: Comparison of Numerals** **Learning Targets/ Objectives:** **Lesson 25**:** I can match and count to compare a number of objects. State which quantity is more. **(K.CC.6, K.CC.7)** **Lesson 26**: I can match and count to compare two sets of objects. State which quality is less. **(K.CC.6, K.CC.7)** **Lesson 27:** I can strategize to compare two sets. **(K.CC.6, K.CC.7)** **Lesson 28:** I can visualize quantities to compare two numerals. **(K.CC.6, K.CC.7**)	Eureka Parent Newsletter: Topic G **Pacing Considerations:** **Lesson 25 and 26:** Combine. **Suggestions for combining:** These lessons are one more and one less and can be combined. Students will need to count to determine if something is more or less. Use problem sets from lessons 25 and 26, complete only the fronts. *Note:* Sprints are introduced in the second half of this module through a gradual progression of preparation exercises. When consolidating or omitting lessons,	**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 3** **I-Ready Lessons:** • Comparing Sets **Video** • Exemplar: Count and Compare

■ Major Content | ➢ Supporting Content

TN STATE STANDARDS	CONTENT	IINSTRUCTIONAL SUPPORT & RESOURCES	
Cluster: Describe and compare measurable attributes ➢ **K.MD.B.3** Identify the penny nickel, dime, and quarter and recognize the value of each.		take care to maintain the intended sequence of the Sprints as listed.	**Task Bank:** **Which Number is Greater? Which Number is Less? (K.CC.C.6)**
Domain: Measurement **Cluster:** Describe and compare measurable attributes ➢ **K.MD.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. ➢ **K.MD.A.2** 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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	**Topic H: Clarification of Measurable Attributes** **Learning Targets/ Objectives:** **Lesson 29**: 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,)** **Lesson 30:** I can use balls of clay of equal weights to make sculptures. (**K.MD.A.1, K.MD.A.2)** **Lesson 31:** Use benchmarks to create and compare rectangles of different lengths to make a city. (**K.MD.A.1, K.MD.A.2)** **Lesson 32:** I can complete a culminating task by describing measurable attributes of single objects. (**K.MD.A.1, K.MD.A.2)** **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.*	**Eureka Parent Newsletter: Topic H** **Pacing Considerations:** *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.*** **Lesson 32:** Can be used as a workstation while teachers assess one on one. *Note: 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.*	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 26: Compare Length • Lesson 27: Compare Weight **Zearn** Numbers to 10 **Embarc.online Module 3** **I-Ready Lessons:** Not Available

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**		

■ Major Content	➢ Supporting Content

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	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.**
	Fall Break					
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 Omit Lesson 10	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	

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 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE K

November 2019

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 2					**1** Flex Day Options K.G.A.2 K.G.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 3 Omit Lesson 3	**4** M2: End of Module Assessment Complete	**5** Module 3 Topic A: Lesson 1	**6** Module 3 Topic A: Lesson 2	**7** Module 3 Topic B: Lesson 4	**8** *1/2 day students* Flex Day Options M3: Mid Module Assessment Topic A K.MD.A.1 K.MD.A.2 Pacing Other	
Module 3 Omit Lesson 7	**11** *Veteran's Day*	**12** Module 3 Topic B: Lesson 6	**13** Module 3 Topic C: Lesson 8	**14** Module 3 Topic C: Lesson 9 and 5 combined	**15** Module 3 Topic C: Lessons 10 and 11	
Module 3 Omit Lesson 12	**18/19** Module 3 Topic D: Lessons 13-15 (Note combine over a two-day period)		**20** Module 3: Mid Module Assessment	**21** Module 3: Mid Module Assessment	**22** Flex Day Options M3: End of Module Assessment K.MD.A.1 K.MD.A.2 Pacing Other	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.**
	25 PD FLEX DAYS	**26**	**27** Thanksgiving Break	**28**	**29**	

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 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE K

December 2019

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 3 Omit Lesson 16	**2** Module 3 Topic E: Lesson 17	**3** Module 3 Topic E: Lessons 18 and 19 combined	**4** Module 3 Topic F: Lesson 20	**5** Module 3 Topic F: Lesson 21	**6** Flex Day Options M3: End of Module Assessment Topic E K.CC.C.6 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. 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 3	**9** Module 3 Topic F: Lesson 22	**10** Module 3 Topic F: Lesson 23 and 24 combined	**11** Module 3 Topic G: Lesson 25 and 26 combined	**12** Module 3 Topic G: Lesson 27	**13** Flex Day Options M3: End of Module Assessment Topic F K.CC.C.6 Pacing Other	
Module 3 Omit Topic H	**16** Module 3 Topic F: Lesson 28	**17** Module 3: End of Module Assessment	**18** Module 3: End of Module Assessment	**19** Module 3: End of Module Assessment	**20** Flex Day Options M3: End of Module Assessment K.CC.C.7 Pacing Other *½ day students* *End of 2nd Quarter*	
	23	**24**	**25**	**26**	**27**	
	Winter Break					
	30	**31**	1	2	3	
	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.