



Kindergarten Math Pacing Guide

Lynchburg City Schools 2013-2014



GRADING PERIOD: 1st Nine Weeks					
SOL and Enabling Objectives		Time Frame	Teaching Resources		Assessments
		Adjust as needed	Vocabulary/ Manipulatives	Lessons/Technology	
K.8 Intro	"Getting to Know You"- Team Building First week of school activities	5 days		<div>Rockingham Resources</div>	
	Calendar Time (measurement) d. Identify the components of a calendar, including days, months and seasons. e. Identify different types of thermometers as instruments used to measure temperature.	daily	<i>calendar, days of the week, months of the year, date, season, today, tomorrow, yesterday</i>	<div>Suffolk STAR Resources</div>	
K.10 Intro	Temperature d. Compare and describe temperatures of two objects or environment (as hotter or colder), using direct comparison.		<i>temperature, thermometer, hot, cold, hotter, colder, compare, higher, lower</i> Manipulatives: thermometer	IDI Folder Vocabulary Cards Calendar Resources Temperature Resources Text: Ch 9 pp.235B- 236	
K.14 Intro	Object Graphs a. Display data by arranging concrete objects into organized groups to form a simple object graph. b. Display gathered data, using pictures to form a simple picture graph (e.g., a picture graph of the types of shoes worn by students on a given day). c. Display gathered data in tables, either in rows or columns.	5 days	<i>graph, display, label, row, column, data, object graph, data, table</i> Manipulatives: graphing mat, pocket chart	Graphing Resources Text: pp. 243-253; 264A-264B	

Links: [VDOE SOL Instructional Materials](#); [Curriculum Framework](#); [Enabling Objectives](#)

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GRADING PERIOD: 1st Nine Weeks (continued)					
SOL and Enabling Objectives		Time Frame	Teaching Resources		Assessments
		Adjust as needed	Vocabulary/	Technology/Online	
K.11 Intro & Test	Geometric Figures a. Identify a circle, triangle, square and rectangle. d. Trace a circle, triangle, square and rectangle.	10 days	circle, square, rectangle, triangle, trace, outline Manipulatives: Wooden blocks, attribute blocks, attrilink shapes	<div>Rockingham Resources</div> <div>Suffolk STAR Resources</div> Shapes Resources Text: GR15-16,13B	Geometry Assessments
K.15 Intro & Test	Sort and classify by color, shape and size a. Sort objects into appropriate groups (categories) based on color, shape and size. b. Classify sets of objects into groups (categories) of color, shape or size c. Label attributes of a set of objects that has been sorted.		sort, classify, color, shape, size, same, similar, alike, not alike, different, category, attribute, belong, does not belong, kind, group Manipulatives: Super Sorting Kit, sea creatures, attribute blocks	Sorting Resources Text: pp.113-124 NLVM- Sorting	K.15 Assessments
K.16 Intro	Repeating Patterns a. Observe and identify the basic repeating pattern (core)_found in repeating patterns of common objects, sounds, and movements that occur in practical situations. b. Identify the core in a repeating pattern.		patterns, describe, extend, repeat, part, AB, AAB, ABB, ABC, AABB, AABC, ABAC Manipulatives: Connecting cubes, teddy bear counters, attribute blocks	Pattern Resources Text: pp. 45-50	

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GRADING PERIOD: 1st Nine Weeks (continued)

SOL and Enabling Objectives		Time Frame	Teaching Resources		Assessments
		Adjust as needed	Vocabulary	Lessons/Technology	
K.2 Intro	Counting <ol style="list-style-type: none"> Count orally the number of objects in a set containing 15 or fewer concrete objects, using one-to-one correspondence, and identify the corresponding numeral. Identify written numerals from 0 through 15 represented in random order. Select the numeral from a given set of numerals that corresponds to a set of 15 or fewer concrete objects. Write the numerals from 0 through 15. Write a numeral that corresponds to a set of 15 or fewer concrete objects. Construct a set of objects that corresponds to a given numeral, including an empty set 	5 days	<i>count, set, group, identify, how many?, number words, empty set, match, numbers, numerals, number line, ten frame</i> Manipulatives: Step-by-Step number line, connecting cubes, number cards, number line	<div>Rockingham Resources</div> <div>Suffolk STAR Resources</div> Counting Resources Text: pp. 69A-76; 87A-92; 99A-100; 139A-144	Counting Assessments
K.12 Intro & Test	Relative Location <ol style="list-style-type: none"> Identify pictorial representations of a circle, triangle, square, and rectangle, regardless of their position and orientation in space. Describe the location of one object relative to another, using the terms <i>above</i>, <i>below</i>, and <i>next to</i> 	2 days	<i>above, below, next to, location, in front, behind, near, far, in, out, between, beside, left, right, top, middle, bottom</i> Manipulatives: bookshelf	Relative Position Resources Text: GR3-10; 9A-10; 13A-14	Relative Location Assessments

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GRADING PERIOD: 1st Nine Weeks (continued)					
SOL and Enabling Objectives		Time Frame	Teaching Resources		Assessments
		Adjust as needed	Vocabulary	Lessons/Technology	
K.1 Intro	More, Fewer, Same a. Match each member of one set with each member of another set, using the concept of one-to-one correspondence to compare the number of members between sets, where each set contains 10 or fewer objects	5 days	<i>set, group, same, more, fewer, less, match, 1 to 1, describe</i> Manipulatives: Connecting cubes, wooden blocks, counters	<div>Rockingham Resources</div> <div>Suffolk STAR Resources</div> Compare Sets Resources Text: pp.59A-64 begin	Ordinal Position Assessments
K.3 Intro & Test	Ordinal Position a. Identify the ordinal positions first through tenth using ordered sets of ten concrete objects and/or pictures of such sets presented from left-to-right; b. right-to-left; c. top-to-bottom; d. bottom-to-top.	5 days	<i>right, left, bottom, top, ordinal number words, first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth</i> Manipulatives: Teddy bear counters, Step-by-Step numberline	Ordinal Position Resources Text: pp 181A-182 Top,middle,bottom-pp. 5A-6; 13A-14 Left,right-pp. 11A-12	
Extra Days for Flexible Pacing					
Assessment Remediation and Enrichment		5 days			

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GRADING PERIOD: 2 nd Nine Weeks					
SOL and Enabling Objectives		Time Frame	Teaching Resources		Assessments
		Adjust as needed	Vocabulary	Lessons/Technology	
K.8	Calendar (ongoing) d. Identify the components of a calendar, including days, months and seasons. e. Identify different types of thermometers as instruments used to measure temperature.	daily		<div>Rockingham Resources</div> <div>Suffolk STAR Resources</div>	
K.14 Test	Picture and object graphs (continued) a. Display data by arranging concrete objects into organized groups to form a simple object graph. b. Display gathered data, using pictures to form a simple picture graph c. Display gathered data in tables, either in rows or columns. d. Answer questions related to the gathered data displayed in object graphs, picture graphs and tables by describing the categories of data and the data as a whole and its parts.	10 days	<i>Graph, display, label, row, column, table, data, information, object graph, picture graph, collect, compare, least, greatest, same, total</i> Manipulatives: Graphing mat, pocket chart	Calendar Resources Text: pp. 205A-206 Graphing Resources Text: pp. 243-253; 264A-264B continue	Graphing Assessments
K.1 Test	More, Fewer, Same b. Compare and describe two sets of 10 or fewer objects, (<i>more, fewer, and the same</i>). c. Given a set of objects, construct a second set which has more, fewer or the same number of objects		<i>set, group, more, fewer, same, less, match, 1 to 1, describe</i> Manipulatives: Connecting cubes, wooden blocks, counters	Compare Sets Resources Text: pp.65A-68 finish; 77-78	More, Fewer, Same Assessments

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GRADING PERIOD: 2 nd Nine Weeks (continued)					
SOL and Enabling Objectives		Time Frame	Teaching Resources		Assessments
		Adjust as needed	Vocabulary	Lessons/Technology	
K.11 Intro & Test	Geometric Shape Properties b. Describe triangles, squares and rectangles, including number of sides and number of angles. c. Describe a circle (round and curved.) e. Compare and group plane geometric figures (circle, triangle, square and rectangle) according to their relative sizes (larger, smaller). f. Compare and group plane geometric figures according to their shapes. g. Distinguish between examples and nonexamples of geometric figures	5 days	<i>circle, square, rectangle, triangle, shape, trace, outline, sides, curved, round, corner, angle, equal, same, long, short, straight, larger, smaller</i> Manipulatives: Attribute blocks, attrilink shapes	<div>Rockingham Resources</div> <div>Suffolk STAR Resources</div> Shapes Resources Text: pp. 117A-122	Shapes Assessments
	K.2 Counting (Review) f. Count orally the number of objects in a set containing 15 or fewer concrete objects, using one-to-one correspondence, and identify the corresponding numeral. g. Identify written numerals from 0 through 15 represented in random order. h. Select the numeral from a given set of numerals that corresponds to a set of 15 or fewer concrete objects. i. Write the numerals from 0 through 15. j. Write a numeral that corresponds to a set of 15 or fewer concrete objects. k. Construct a set of objects that corresponds to a given numeral, including an empty set	6 days	<i>count, set, group, identify, how many?, number words, empty set, match, numbers, numerals, number line, ten frame</i> Manipulatives: Step-by-Step number line, connecting cubes, number cards, number line	Counting Resources Text: pp. 69A-76; 87A-92; 99A-100; 139A-144	Counting Assessments

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SOL and Enabling Objectives		Time Frame	Teaching Resources		Assessments
		Suggested	Vocabulary	Lessons/Technology	
K.4 Intro & Test	Counting to 100	10 days	forward, backward, number line, ten frame, number words, skip count, ones, fives, tens, hundreds chart	Rockingham Resources	Counting to 100 Assessments
	<ul style="list-style-type: none"> a. Count forward from 0 to 100. b. Count backward from 10 to 0. d. Group 100 or fewer objects together into sets of fives or tens and then count them by fives or by tens. e. Investigate and recognize the pattern of counting by fives to 100, using a variety of tools. f. Investigate the pattern of counting by tens to 100 		Manipulatives: Number line, 100's chart, ten frames, various objects	Suffolk STAR Resources Counting Resources Text: pp. 165A-170; 173A-175; 177A-178	
K.16 Test	Repeating Patterns	5 days	patterns, describe, extend, repeat, part, AB, AAB, ABB, ABC, AABB, AABC, ABAC Manipulatives: Super sorting kit, connecting cubes, teddy bear counters, attribute blocks	Pattern Resources Text: pp. 45-54	K.16 Assessments

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GRADING PERIOD: 2nd Nine Weeks

SOL and Enabling Objectives		Time Frame	Teaching Resources		Assessments
		Adjust as needed	Vocabulary	Lessons/Technology	
K.14 Test	Interpreting Data in Graphs e. Answer questions related to the gathered data displayed in object graphs, picture graphs and tables by identifying parts of the data that represent numerical relationships, including categories with - the greatest, - the least, or - the same. Extra Days for Flexible Pacing	4 day	<i>graph, display, label, row, column, same, table, data, information, object graph, picture graph, collect, compare, same, least, greatest, more, most</i> Manipulatives: Graphing mat or pocket chart	<div>Rockingham Resources</div> <div>Suffolk STAR Resources</div> <div>Graphing Resources</div> <div>Text: pp.65A-68</div>	Graphing Assessments
	Assessment Remediation and Enrichment	5 days			

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GRADING PERIOD: 3 rd Nine Weeks					
SOL and Enabling Objectives		Time Frame	Teaching Resources		Assessments
		Adjust as needed	Vocabulary	Lessons/Technology	
K.8	Calendar (ongoing) d. Identify the components of a calendar, including days, months and seasons. e. Identify different types of thermometers as instruments used to measure temperature.	daily	<i>day of the week, month, date, season, thermometer</i> Manipulatives: Thermometer, calendar	<div>Rockingham Resources</div> <div>Suffolk STAR Resources</div> Calendar Resources Text: pp. 205A-206	Counting to 100 Assessments
K.4 Test	Counting to 100 (Review) a. Count forward from 0 to 100. c. Count by fives and tens to 100.	5 days	numbers (0-100) Manipulatives: Number line, 100's chart, ten frame, any objects	Counting Resources Text: pp. 165A-170; 173A-175; 177A-178	
K.4 Intro	One More and One Less c. Recognize the relationship of one more than and one less than a number using objects (i.e., five and one more is six; one less than ten is nine).	5 days	<i>one more than, one less than, number line, ten frame, hundreds chart</i> Manipulatives: Number line, 100's chart, ten frames, various objects	Counting Resources Text: pp. 183A-184	

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GRADING PERIOD: 3 rd Nine Weeks (continued)					
SOL and Enabling Objectives		Time Frame	Teaching Resources		Assessments
		Adjust as needed	Vocabulary	Lessons/Technology	
K.7 Intro & Test	Money a. Describe the properties/characteristics (e.g., color, relative size) of a penny, nickel, dime and quarter. b. Identify a penny, nickel, dime and quarter. c. Identify that a nickel is the same value as five pennies. d. Count a randomly placed collection of pennies and/or nickels (or models of pennies and/or nickels) whose value is 10 cents or less, and determine the value of the collection.	10 days	<i>penny, nickel, dime, quarter, money, coins, value, cents, silver, copper, brown, grey, head, tail, round, thick, thin, largest, smallest, rough, smooth, worth</i> Manipulatives: Plastic coins	<div>Rockingham Resources</div> <div>Suffolk STAR Resources</div> Money Resources Text: pp. 189A-202; 210A-210B; 214-214B; p. 245	Money Assessments

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SOL and Enabling Objectives		Time Frame	Teaching Resources		Assessments
		Adjust as needed	Vocabulary	Lessons/Technology	
K.10 Intro & Test	Compare Length a. Compare and describe lengths of two objects (as shorter or longer), using direct comparison or nonstandard units of measure b. Compare and describe heights of two objects (as taller or shorter), using direct comparison or nonstandard units of measure	10 days	<i>length, longer, shorter, height, taller, shorter</i> Manipulatives: <i>Ruler, paperclips, adding machine paper strips, connecting cubes</i>	<div>Rockingham Resources</div> <div>Suffolk STAR Resources</div> Compare Length Resources Text: pp. 215E-220; 223A-229; 236A-236B Length Resources Weight Resources	K.10 Length Assessments K.8 Length Assessments
K.8 Intro & Test	Ruler a. Identify a ruler as an instrument to measure length. Weight b. Identify different types of scales as instrument to measure weight.		<i>ruler, measure, length, how long?, how tall?, height</i> Manipulatives: <i>ruler</i> <i>weight, scale, balance</i> Manipulatives: <i>balance scale,</i>	Compare Weight Resources Text: pp. 233A-234	K.8 Weight Assessments K.10 Weight Assessments
K.10 Intro & Test	Comparing weight c. Compare and describe weights of two objects (as heavier or lighter), using direct comparison or nonstandard units of measure (e.g., book, cubes, new pencil, paper clip, block).	5 days	<i>weight, heavier, lighter, compare</i> Manipulatives: <i>balance scale, objects to weigh</i>	Compare Temperature Text: pp. 235A-236B	K.10 Temperature Assessments
K.10 Test	Compare Temperature d. Compare and describe temperatures of two objects or environment (as hotter or colder), using direct comparison.		<i>thermometer, temperature, hotter, colder, higher, lower</i> Manipulatives: <i>thermometer</i>		

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SOL and Enabling Objectives		Time Frame	Teaching Resources		Assessments
		Adjust as needed	Vocabulary	Lessons/Technology	
K.8 Intro & Test	Clocks c. Identify different types of clocks (analog and digital) as instruments to measure time.	5 days	clock, time Manipulatives: Analog clock, digital clock	Rockingham Resources	K.8 Clock Assessments
K.9 Intro & Test	Telling Time a. Tell time on an analog clock to the hour. b. Tell time on a digital clock to the hour.			Suffolk STAR Resources	
				Clock Resources Text: pp. 207A-211 Time Resources Text: pp. 203A-208	K.9 Time Assessments
Extra Days for Flexible Pacing		1 days			
Assessment		5 days			
Remediation and Enrichment					

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GRADING PERIOD: 4 th Nine Weeks					
SOL and Enabling Objectives		Time Frame	Teaching Resources		Assessments
		Adjust as needed	Vocabulary	Lessons/Technology	
K.8 Test	Calendar (ongoing) d. Identify the components of a calendar, including days, months and seasons. e. Identify different types of thermometers as instruments used to measure temperature.	daily	<i>day, date, month, season, thermometer</i> Manipulatives: thermometers	<div>Rockingham Resources</div> <div>Suffolk STAR Resources</div> Text: pp. 205A-206	Calendar Assessments
K.13 Intro & Test	Tallying a. Use counting and tallying to gather data on categories identified by the teacher and/or student (e.g., favorites, number of days of various types of weather during a given month, types of pets, types of shoes).	5 days	<i>tally, mark, count, slash, tally table, record, gather data, diagonal line, skip count, group, set, number words, stands for</i> Manipulatives: popsicle sticks, toothpicks, pipe cleaners	Tally Resources Text: pp. 255A-258	Tally Assessments
K.5 Intro & Test	Fractions a. Recognize fractions as representing parts of equal size of a whole. b. Given a region, identify half and/or a fourth of the region. c. Given a set, identify half and/or fourth of a set.	10 days	<i>part, whole, one-fourth, one-half, equal parts, set, halves, fourths, piece</i> Manipulatives: Apple fractions, playdoh	Fraction Resources Text: pp. 127A-130	Fractions Assessments

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GRADING PERIOD: 4 th Nine Weeks (continued)					
SOL and Enabling Objectives		Time Frame	Teaching Resources		Assessments
		Adjust as needed	Vocabulary	Lessons/Technology	
K.4 Test	One more and one less c. Recognize the relationship of one more than and one less than a number using objects (i.e., five and one more is six; one less than ten is nine).	3 days	one more, one less Manipulatives: Numberlines, 100's chart, ten frames, objects to count	<div>Rockingham Resources</div> <div>Suffolk STAR Resources</div>	One more/less Assessments
K.6 Intro & Test	Adding and Subtracting a. Combine two sets with known quantities in each set, and count the combined set using up to 10 concrete objects, to determine the sum, where the sum is not greater than 10. b. Given a set of 10 or fewer concrete objects, remove, take away, or separate part of the set and determine the result.	15 days	add, addition, plus sign, plus, subtract, subtraction, minus, minus sign, remove, take away, are left, equals, altogether, how many?, in all, equal sign, total Manipulatives: Foam dice, connecting cubes, 2 sided counters, Step-by-step number line	Counting Resources Text: pp.277A-278; 303A-304 Video  Strategies for Learning Basic Facts_ Add&Subtract Resources Text: pp. 279A-281; 283A-294; 295C-302;303A-320B	Add/Subtract Assessments
Extra Days for Flexible Pacing		5 days			
Assessment					
Remediation and Enrichment		5 days			

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