Pacing Guide

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Lesson	Mathematics Standards, Grade K	Pacing
Unit 1 COUNT SEQUENCE AND NUMBERS TO 5		
Module 1: Represent Numbers to 5 with Objects		
Lesson 1.1 Represent 1 and 2	■ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. ■ Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	1 day
Lesson 1.2 Represent 3 and 4	■ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. ■ Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	1 day
Lesson 1.3 Represent 5	■ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. ■ Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	1 day
Lesson 1.4 Represent 0	■ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. ■ Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	1 day
Lesson 1.5 Ways to Make 5	■ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. ■ Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	1 day

■ Major
□ Supporting
○ Additional

In addition to the core instructional pacing, HMH recommends the following:
- 3 days per year for the Growth Measure assessments
- 2 days per module for the Module Opener, Are You Ready?, Module Review, and Module Test
- 1 day per unit for the Performance Task

Using these recommendations, the total pacing for Grade K is 162 days.

Lesson	Mathematics Standards, Grade K	Pacing
Module 2: Represent Numbers to 5 with a Written Numeral		
Lesson 2.1 Count and Write 0 and 1	■ Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). ■ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	1 day
Lesson 2.2 Count and Write 2 and 3	■ Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). ■ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. ■ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	1 day
Lesson 2.3 Count and Write 4 and 5	■ Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). ■ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. ■ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	1 day
Lesson 2.4 Count and Write Numbers to 5	■ Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). ■ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. ■ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	1 day
Lesson 2.5 Count and Order to 5	■ Understand that each successive number name refers to a quantity that is one larger. ■ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	1 day

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Lesson	Mathematics Standards, Grade K	Pacing
Module 3: Matching and Counting Numbers to 5		
Lesson 3.1 Identify a Greater Number of Objects Within 5	■ Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	1 day
Lesson 3.2 Identify a Lesser Number of Objects Within 5	■ Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	1 day
Lesson 3.3 Match Equal Groups of Objects Within 5	■ Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	1 day
Lesson 3.4 Compare Groups Within 5 by Counting	■ Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	1 day
Lesson 3.5 Compare Groups Within 5 by Matching	■ Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	1 day
Lesson 3.6 Compare Numbers Within 5	■ Compare two numbers between 1 and 10 presented as written numerals.	1 day
Module 4: Classify, Count, and Sort Objects		
Lesson 4.1 Classify and Count by Color	□ Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	1 day
Lesson 4.2 Classify and Count by Shape	□ Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	1 day
Lesson 4.3 Classify and Count by Size	□ Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	1 day
Lesson 4.4 Classify, Count, and Sort by Count	□ Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	1 day
Module 5: Add To and Take From Within 5		
Lesson 5.1 Act Out Addition Problems Within 5	■ Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ■ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	1 day
Lesson 5.2 Act Out Subtraction Problems Within 5	■ Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ■ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	1 day

Lesson	Mathematics Standards, Grade K	Pacing
Lesson 5.3 Solve Add To Problems Within 5	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	2 days
Lesson 5.4 Solve Take From Problems Within 5	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	2 days
Lesson 5.5 Write Addition Equations Within 5	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	2 days
Lesson 5.6 Write Subtraction Equations Within 5	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	2 days
Lesson 5.7 Solve Result Unknown Word Problems Within 5	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. Fluently add and subtract within 5.	2 days
Module 6: Put Together and Take Apart Within 5		
Lesson 6.1 Represent Addition Problems Within 5 Using Objects and Drawings	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	1 day
Lesson 6.2 Represent Subtraction Problems Within 5 Using Objects and Drawings	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	1 day
Lesson 6.3 Solve Put Together Problems Within 5	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	2 days

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Module 6: Put Together and Take Apart Within 5		
Lesson 6.4 Solve Take Apart Problems Within 5	■ Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ■ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	2 days
Lesson 6.5 Represent Addition Using Mental Images	■ Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ■ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	2 days
Lesson 6.6 Represent Subtraction Using Mental Images	■ Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ■ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	2 days
Lesson 6.7 Solve Word Problems Within 5	■ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. ■ Fluently add and subtract within 5.	2 days
Unit 2 COUNT SEQUENCE AND NUMBERS TO 10		
Module 7: Represent Numbers 6 to 10 with Objects		
Lesson 7.1 Represent 6 and 7	■ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. ■ Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	1 day
Lesson 7.2 Represent 8 and 9	■ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. ■ Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	1 day
Lesson 7.3 Represent 10	■ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. ■ Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	1 day

■ Major ☐ Supporting ○ Additional

Lesson	Mathematics Standards, Grade K	Pacing
Module 8: Represent Numbers 6 to 10 with a Written Numeral		
Lesson 8.1 Count and Write 6 and 7	■ Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). ■ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. ■ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	1 day
Lesson 8.2 Count and Write 8 and 9	■ Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). ■ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. ■ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	1 day
Lesson 8.3 Count and Write 10	■ Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). ■ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. ■ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	1 day
Lesson 8.4 Count and Order to 10	■ Understand that each successive number name refers to a quantity that is one larger. ■ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	1 day
Module 9: Use the Count Sequence to Count to 100		
Lesson 9.1 Count to 100 by Ones	■ Count to 100 by ones and by tens.	1 day
Lesson 9.2 Count to 100 by Tens	■ Count to 100 by ones and by tens.	1 day
Lesson 9.3 Count Forward from a Given Number	■ Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	1 day

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Lesson	Mathematics Standards, Grade K	Pacing
Module 10: Compare Numbers to 10		
Lesson 10.1 Identify a Greater Number of Objects Within 10	■ Understand that each successive number name refers to a quantity that is one larger. ■ Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	1 day
Lesson 10.2 Identify a Lesser Number of Objects Within 10	■ Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	1 day
Lesson 10.3 Match Equal Groups of Objects Within 10	■ Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	1 day
Lesson 10.4 Compare Groups Within 10 by Counting	■ Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	1 day
Lesson 10.5 Compare Groups Within 10 by Matching	■ Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	1 day
Lesson 10.6 Compare Numbers Within 10	■ Compare two numbers between 1 and 10 presented as written numerals.	1 day
Module 11: Add To and Take From Within 10		
Lesson 11.1 Act Out Addition Problems Within 10	■ Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ■ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	1 day
Lesson 11.2 Act Out Subtraction Problems Within 10	■ Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ■ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	1 day
Lesson 11.3 Solve Add To Problems Within 10	■ Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ■ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	2 days
Lesson 11.4 Solve Take From Problems Within 10	■ Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ■ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	2 days

Lesson	Mathematics Standards, Grade K	Pacing
Lesson 11.5 Write Addition Equations Within 10	■ Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ■ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	2 days
Lesson 11.6 Write Subtraction Equations Within 10	■ Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ■ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	2 days
Lesson 11.7 Solve Result Unknown Word Problems Within 10	■ Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ■ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	2 days
Module 12: Put Together and Take Apart Within 10		
Lesson 12.1 Represent Addition Problems Within 10 Using Objects and Drawings	■ Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ■ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	1 day
Lesson 12.2 Represent Subtraction Problems Within 10 Using Objects and Drawings	■ Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ■ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	1 day
Lesson 12.3 Solve Put Together Problems Within 10	■ Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ■ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	2 days
Lesson 12.4 Solve Take Apart Problems Within 10	■ Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ■ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	2 days

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Module 12: Put Together and Take Apart Within 10		
Lesson 12.5 Solve Word Problems Within 10	■ Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ■ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	2 days
Module 13: Ways to Make Numbers to 10		
Lesson 13.1 Ways to Make 6 and 7	■ Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). ■ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	1 day
Lesson 13.2 Ways to Make 8	■ Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). ■ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	1 day
Lesson 13.3 Ways to Make 9	■ Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). ■ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	1 day
Lesson 13.4 Ways to Make 10	■ Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). ■ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	1 day
Lesson 13.5 Make 10 from a Given Number	■ For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	1 day

Lesson	Mathematics Standards, Grade K	Pacing
UNIT 3 GEOMETRY		
Module 14: Analyze and Compare Three-Dimensional Shapes		
Lesson 14.1 Identify and Describe Spheres	○ Correctly name shapes regardless of their orientations or overall size. ○ Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). ▢ Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	1 day
Lesson 14.2 Identify and Describe Cube**s**	○ Correctly name shapes regardless of their orientations or overall size. ○ Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). ▢ Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	1 day
Lesson 14.3 Identify and Describe Cylinders	○ Correctly name shapes regardless of their orientations or overall size. ○ Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). ▢ Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	1 day
Lesson 14.4 Identify and Describe Cones	○ Correctly name shapes regardless of their orientations or overall size. ○ Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). ▢ Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	1 day
Lesson 14.5 Build Shapes	▢ Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	1 day
Module 15: Describe Positions of Objects		
Lesson 15.1 Use *Above* and *Below* to Describe Position	○ 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*.	1 day
Lesson 15.2 Use *Next To* and *Beside* to Describe Position	○ 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*.	1 day

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Module 15: Describe Positions of Objects		
Lesson 15.3 Use *In Front Of* and *Behind* to Describe Position	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*.	1 day
Module 16: Analyze and Compare Two-Dimensional Shapes		
Lesson 16.1 Identify and Describe Circles	Correctly name shapes regardless of their orientation or overall size. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	1 day
Lesson 16.2 Identify and Describe Squares	Correctly name shapes regardless of their orientation or overall size. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	1 day
Lesson 16.3 Identify and Describe Triangles	Correctly name shapes regardless of their orientation or overall size. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	1 day
Lesson 16.4 Identify and Describe Rectangles	Correctly name shapes regardless of their orientation or overall size. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	1 day
Lesson 16.5 Identify and Describe Hexagons	Correctly name shapes regardless of their orientation or overall size. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	1 day
Lesson 16.6 Compose Simple Shapes	Compose simple shapes to form larger shapes.	1 day

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Lesson 16.7 Compare Two-Dimensional and Three-Dimensional Shapes	○ Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). ■ Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	1 day
Unit 4 NUMBER AND OPERATIONS IN BASE TEN		
Module 17: Place Value Foundations: Represent Numbers to 20		
Lesson 17.1 Compose Ten Ones and Some More Ones to 14	■ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. ■ Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. ■ Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	1 day
Lesson 17.2 Compose Ten Ones and Some More Ones to 15	■ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. ■ Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. ■ Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	1 day

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Module 17: Place Value Foundations: Represent Numbers to 20		
Lesson 17.3 Compose Ten Ones and Some More Ones to 19	■ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. ■ Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. ■ Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	1 day
Lesson 17.4 Represent Numbers to 20	■ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. ■ Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. ■ Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	1 day
Module 18: Place Value Foundations: Represent Numbers to 20 with a Written Numeral		
Lesson 18.1 Count and Write 11 to 14	■ Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. ■ Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	1 day
Lesson 18.2 Count and Write 15	■ Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. ■ Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	1 day

Lesson	Mathematics Standards, Grade K	Pacing
Lesson 18.3 Count and Write 16 to 19	■ Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. ■ Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	1 day
Lesson 18.4 Count and Write 20	■ Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). ■ Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	1 day
Unit 5 MEASUREMENT		
Module 19: Length and Height		
Lesson 19.1 Describe Attributes of Length and Height	○ Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	1 day
Lesson 19.2 Compare and Describe Lengths	○ 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.	1 day
Lesson 19.3 Compare and Describe Heights	○ 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.	1 day
Module 20: Weight		
Lesson 20.1 Describe Attributes of Weight	○ Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	1 day
Lesson 20.2 Compare and Describe Weights	○ 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.	1 day
Lesson 20.3 Describe More Than One Attribute of an Object	○ Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	1 day