

Kindergarten Pacing Guide

MATH	Common Core Standard	I Can...
September Number Recognition	<p>K.CC.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).</p> <p>K.CC.2a 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.</p> <p>K.CC.2b 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.</p> <p>K.CC.3 Understand that each successive number name refers to a quantity that is one larger.</p>	<p>I can write numbers from 0-20 and represent those numbers with a written numeral.</p> <p>I can say the number names in standard order when counting objects and know that one number name goes with one object.</p> <p>I can understand that the last number name said tells the number of objects counted, regardless of the arrangement of the objects.</p> <p>I can understand that each number name refers to a quantity that is one larger.</p>
October Counting	<p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.3 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.</p>	<p>I can count to 100 by ones and by tens.</p> <p>I can count forward beginning from a given number (instead of having to begin at 1).</p> <p>I can count to answer "how many?" about up to 20 things arranged in a line, array, or circle, or up to 10 things scattered.</p>
November Comparing	<p>K.CC.4 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.</p> <p>K.CC.5 Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>I can identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p> <p>I can compare two numbers between 1 and 10 presented as numerals.</p>

Common Core Pacing Guide For Kindergarten Math

DJ Losen



Common Core Pacing Guide For Kindergarten Math:

Decoding **Common Core Pacing Guide For Kindergarten Math**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Common Core Pacing Guide For Kindergarten Math**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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