Math Expressions - Kindergarten - 2019-20 Pacing Guide

| Instructional Unit |  |  |  |  |  |  |  | Lessons, Big Idea, Suggested Days for Instruction <br> (Includes 1 day per Big Idea for Quick Quiz \& Fluency Check) BOLD = Content from Major Clusters |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CCSM Major Clusters <br> (65-85\% of time is spent on these clusters) |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| U1: Understanding \#s 1-10 |  |  |  |  |  |  |  | 1.1-1.6 Counting and Cardinality 1-5, 7 days |  |  |  |  |  | 1.107-1.10 Add/Subtract and Compare through 5, 6 days |  |  |  |  |  | 1.11-1.14 Show \#s 1-10, 5 days |  |  |  |  |  | 1.15-1.18 Practice \#s 1-10, 4 days |  |  |  |  |  | K.CC.B Count to tell the number of objects (also K.CC.A \& C, K.OA.1) Routine: Counting Tens \& Ones (all year) Quick Practice: \# Parade, Counting, \& Giant \# Cards |  |  |  |  |  |  |  |  |  |
| U2: Groups in \#s 6-10 |  |  |  |  |  |  |  | 2.1-2.5 Using 5-groups, 7 days |  |  |  |  |  | 2.6-2.10 Add \& Subtract Stories, 6 days |  |  |  |  |  | 2.11-2.15 Practice \#s 1-10, the + Pattern, 6 days |  |  |  |  |  | 2.16-2.20 \#s 1-10, the Subtraction Pattern, 6 days |  |  |  |  |  | K.OA.A Understand addition as putting togetehr/adding to, and subtraction as taking apart/taking from (also K.CC.A, B, \& C) QP: Fingers 1-5, Groups of 5 in \#s 6-10, Finger Freeze |  |  |  |  |  |  |  |  |  |
| U3: Teen Numbers as Tens and Ones |  |  |  |  |  |  |  | 3.1-3.9 Partners of 5 \& 6, 13 days |  |  |  |  |  | 3.10-3.12 Classifying, 5 days |  |  |  |  |  | 3.13-3.17 Tens in Teen Numbers, 5 days |  |  |  |  |  | 3.18-3.21 Build Teen Numbers, 6 days |  |  |  |  |  | K.NBT.A Work with numbers 11-19 to gain foundations for place value (also K.CC.A, B, C \& K.OA.A) QP: "Ten and..." for \#s 11-20 |  |  |  |  |  |  |  |  |  |
| U4: Patterns, Problem Drawings and Tens |  |  |  |  |  |  |  | 4.1-4.4 Story Problems and Equations, 5 days |  |  |  |  |  | 4.5-4.8 Practice with Comparing, 6 days |  |  |  |  |  | 4.9-4.15 Equations and Teen Numbers, 7 days |  |  |  |  |  | 4.16-4.22 Equations for Partners, 10 days |  |  |  |  |  | K.NBT.A Work with numbers 11-19 to gain foundations for place value (also K.CC.A, B, C \& K.OA.A) QP: Partners to $4,5,6$ or 7 |  |  |  |  |  |  |  |  |  |
| U5: Consolidation of Concepts |  |  |  |  |  |  |  | 5.1-5.4 More Partners of 10, 5 days |  |  |  |  |  | 5.5-5.7 Numbers 1-20, 4 days |  |  |  |  |  | 5.8-5.14 More Teen Numbers \& Partners, 9 days |  |  |  |  |  | 5.15-5.23 More Story Problems \& Equations, 13 days |  |  |  |  |  | Review of all major clusters: K.CC.A, B, C, and K.OA.A, and K.NBT.A <br> QP: Night Sky |  |  |  |  |  |  |  |  |  |
|  | Vacation Day(s) |  |  |  |  |  | Minimum Day(s) |  |  |  |  |  | Extra Day(s) for Unit |  |  |  |  |  |  | Days for Benchmark-Unit TestOctober |  |  |  |  |  |  |  | Add'I Teacher Work Days |  |  |  |  |  |  |  |  |  |  |  |  |  |
| July |  |  |  |  |  |  | August |  |  |  |  |  |  | September |  |  |  |  |  |  |  |  |  |  |  |  |  | November |  |  |  |  |  |  | December |  |  |  |  |  |  |
| $s$ | M | $T$ | w | Th | $F$ | S | s | M | T | w | Th | F | S | S | M | T | w | Th | F | S | S | M | T | w | Th | F | S | S | M | T | W | Th | $F$ | s | S | M | $T$ | W | Th | $F$ | S |
|  | 1 | 2 | 3 | 4 | 5 | 6 |  |  |  |  | 1 | 2 |  |  | 2 | 3 | 4 | 5 | 6 |  |  | 30. | 1 | 2 | 3 | 4 |  |  |  |  |  |  | 1 |  |  | 2 | 3 | 4* | 5 | 6 |  |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |  | 5 | 6 | 7 | 8 | 9 |  |  | 9 | 10 | 11* | 12 | 13 |  |  | 7 | 8 | 9 | 10 | 11 |  |  | 4 | 5 | 6 | 7 | 8 |  |  | 9 | 10 | 11* | 12 | 13 |  |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |  | 12 | 13 | 14* | 15 | 16 |  |  | 16 | 17 | 18* | 19 | 20 |  |  | 14 | 15 | 16 | 17 | 18 |  |  | 11 | 12 | 13* | 14 | 15 |  |  | 16 | 17 | 18 | 19 | 20* |  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |  | 19 | 20 | 21 | 22 | 23 |  |  | 23 | 24* | 25* | 26* | 27* |  |  | 21 | 22 | 23* | 24 | 25 |  |  | 18 | 19 | 20 | 21 | 22 |  |  | 23 | 24 | 25 | 26 | 27 |  |
| 28 | 29 | 30 | 31 |  |  |  |  | 26 | 27 | 28 | 29 | 30 |  |  | 30 |  |  |  |  |  |  | 28 | 29 | 30 | 31 |  |  |  | 25 | 26 | 27 | 28 | 29 |  |  | 30 | 31 |  |  |  |  |
|  |  |  | nua |  |  |  |  |  |  | ebrua | ary |  |  |  |  |  | March |  |  |  |  |  |  | April |  |  |  |  |  |  | May |  |  |  |  |  |  | June |  |  |  |
| S | M | $T$ | w | Th | F | S | S | M | T | w | Th | F | S | S | M | T | W | Th | F | S | S | M | T | w | Th | F | S | S | M | T | w | Th | F | S | S | M | T | W | Th | F | S |
|  | 30 | 31 | 1 | 2 | 3 |  |  |  |  |  |  |  |  |  | 2 | 3 | 4 | 5 | 6 |  |  |  |  | 1 | 2 | 3 |  |  |  |  |  |  | 1 |  |  | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 6 | 7 | 8 | 9 | 10 |  |  | 3 | 4 | 5 | 6 | 7 |  |  | 9 | 10 | 11 | 12 | 13 |  |  | 6 | 7 | 8* | 9 | 10 |  |  | 4 | 5 | 6* | 7 | 8 |  | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|  | 13 | 14 | 15* | 16 | 17 |  |  | 10 | 11 | 12* | 13 | 14 |  |  | 16 | 17 | 18 | 19 | 20 |  |  | 13 | 14 | 15 | 16 | 17 |  |  | 11 | 12 | 13 | 14 | 15 |  | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|  | 20 | 21 | 22 | 23 | 24 |  |  | 17 | 18 | 19 | 20 | 21 |  |  | 23 | 24 | 25 | 26 | 27 |  |  | 20 | 21 | 22 | 23 | 24 |  |  | 18 | 19 | 20* | 21 | 22 |  | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
|  | 27 | 28 | 29 | 30 | 31 |  |  | 24 | 25 | 26* | 27 | 28 |  |  | 30 | 31 |  |  |  |  |  | 27 | 28 | 29 | 30 |  |  |  | 25 | 26 | 27 | 28 | 29* |  | 28 | 29 | 30 |  |  |  |  |

Math Expressions - Grade 1-2019-20 Pacing Guide


## Math Expressions - Grade 2-2019-20 Pacing Guide

| Instructional Unit |  |  |  |  |  |  |  | Lessons, Big Idea, Suggested Days for Instruction <br> (Includes 1 day per Big Idea for Quick Quiz \& Fluency Check) BOLD = Content from Major Clusters |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CCSS Major Clusters <br> (65-85\% of time is spent on these clusters) |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| U1: Add and Subtract w/in 20 |  |  |  |  |  |  |  | 1.1-1.9 Strategies for Add \& Subtract, 10 days |  |  |  |  |  | 1.10-1.16 Add/Subtract Situations, 8 days |  |  |  |  |  | 1.17-1.21 More Complex Situations, 8 days |  |  |  |  |  | U1-7 Routine: The Money Routine |  |  |  |  |  | 2.OA.A Represent and solve problems involving addition and subtraction (Also 2.0A.B Add/Subtract within 100, and 2.NBT.B) |  |  |  |  |  |  |  |  |  |
| U2: Addition w/in 200 |  |  |  |  |  |  |  | 2.1-2.5 Use Place Value,6 days |  |  |  |  |  | 2.6-2.10 Add 2-digit \#s, 8 days |  |  |  |  |  | 2.11-2.15 \$ and Fluency for + w/in 100, 7 days |  |  |  |  |  | U2 Routine: Comparing 2digit \#s |  |  |  |  |  | 2NBT.A and .B Understand Place Value \& use PV understanding and properties of operations to add and subtract. (Also 2.OA.A, 2.OA.B) |  |  |  |  |  |  |  |  |  |
| U3: Length and Shapes |  |  |  |  |  |  |  | 3.1-3.5 Length and Shapes, 6 days |  |  |  |  |  | 3.6-3.9 Estimate, Measure, \& Make Line Plots, 8 days |  |  |  |  |  |  |  |  |  |  |  | U3 Routine: Dimes, Nickels, Pennies |  |  |  |  |  | 2.MD.A Measure and Estimate lengths in standard units. (Also 2.MD.B, 2.OA.B) |  |  |  |  |  |  |  |  |  |
| U4: Subtract 2-digit \#s |  |  |  |  |  |  |  | 4.1-4.2 Totals of Mixed Coins and Bills, 4 days |  |  |  |  |  | 4.3-4.11 Multi-digit Subtraction Strategies, 11 days |  |  |  |  |  | 4.12-4.23 Word Problems: <br> +/- w/in 100, 15 days |  |  |  |  |  | U4 Estimating Units of Length |  |  |  |  |  | 2.NBT.B Use place value understanding and properties of operations to add and subtract (Also 2.OA.A, 2.OA.B, 2.NBT.A, 2.MD.A) |  |  |  |  |  |  |  |  |  |
| U5: Time, Graphs, and Word Problems |  |  |  |  |  |  |  | 5.1-5.2 Time, 5 days |  |  |  |  |  | 5.3-5.4 Picture Graphs, 3 days |  |  |  |  |  | 5.5-5.10 Bar Graphs, 8 days |  |  |  |  |  | $\leftarrow$ U5 Routine: Time |  |  |  |  |  | $\downarrow$ U6 Routine: Math Mountains for 100 or 2-digit \#s |  |  |  |  |  |  |  |  |  |
| U6: 3-digit Add and Subtract |  |  |  |  |  |  |  | 6.1-6.5 Understanding \#s to 1000,7 days |  |  |  |  |  | 6.6-6.8 Adding to 1000, 4 days |  |  |  |  |  | 6.9-6.12 3-digit Subtraction, 6 days |  |  |  |  |  | 6.13-6.15 3-digit Addition and Subtraction, 4 days |  |  |  |  |  | 2.NBT.B Use place value understanding and properties of operations to add and subtract (Also 2.OA.A, 2.OA.B, 2.NBT.A, 2.MD.A) |  |  |  |  |  |  |  |  |  |
| U7: Arrays, Equal Shares, \& Add/Subtract Lengths |  |  |  |  |  |  |  | 7.1-7.2 Arrays and Equal Shares, 5 days |  |  |  |  |  | 7.3-7.6 Relate Addition/Subtraction to Length, 5 days |  |  |  |  |  |  |  |  |  |  |  | U7 Routine: Comparing 3-digit \#s |  |  |  |  |  | 2.MD.B Relate addition and subtraction to length (Also 2.OA.A, 2.NBT.B) |  |  |  |  |  |  |  |  |  |
|  | Vacation Day(s) |  |  |  |  |  | Minimum Day(s) |  |  |  |  |  | Extra Day(s) for Unit |  |  |  |  |  |  | Days for Benchmark-Unit Test |  |  |  |  |  |  |  |  |  | Add'I Teacher Work Days |  |  |  |  |  |  |  |  |  |  |  |
| July |  |  |  |  |  |  | August |  |  |  |  |  |  | September |  |  |  |  |  |  | October |  |  |  |  |  |  | November |  |  |  |  |  |  | December |  |  |  |  |  |  |
| S | M | T | W | Th | $F$ | S | S | M | $T$ | w | Th | $F$ | S | S | M | T | W | Th | $F$ | S | S | M | $T$ | W | Th | $F$ | S | S | M | $T$ | W | Th | $F$ | S | S | M | $T$ | W | Th | $F$ | S |
|  | 1 | 2 | 3 | 4 | 5 | 6 |  |  |  |  | 1 | 2 |  |  | 2 | 3 | 4 | 5 | 6 |  |  | 30 | 1 | 2 | 3 | 4 |  |  |  |  |  |  | 1 |  |  | 2 | 3 | 4* | 5 | 6 |  |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |  | 5 | 6 | 7 | 8 | 9 |  |  | 9 | 10 | 11* | 12 | 13 |  |  | 7 | 8 | 9 | 10 | 11 |  |  | 4 | 5 | 6 | 7 | 8 |  |  | 9 | 10 | 11* | 12 | 13 |  |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |  | 12 | 13 | 14* | 15 | 16 |  |  | 16 | 17 | 18* | 19 | 20 |  |  | 14 | 15 | 16 | 17 | 18 |  |  | 11 | 12 | 13* | 14 | 15 |  |  | 16 | 17 | 18 | 19 | 20* |  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |  | 19 | 20 | 21 | 22 | 23 |  |  | 23 | 24* | 25* | 26* | 27* |  |  | 21 | 22 | 23* | 24 | 25 |  |  | 18 | 19 | 20 | 21 | 22 |  |  | 23 | 24 | 25 | 26 | 27 |  |
| 28 | 29 |  | 31 |  |  |  |  | 26 | 27 | 28 | 29 | 30 |  |  | 30 |  |  |  |  |  |  | 28 | 29 | 30 | 31 |  |  |  | 25 | 26 | 27 | 28 | 29 |  |  | 30 | 31 |  |  |  |  |
|  |  |  | nuar |  |  |  |  |  |  | brua |  |  |  |  |  |  | March |  |  |  |  |  |  | Apri |  |  |  |  |  |  | May |  |  |  |  |  |  | June |  |  |  |
| S | M | $T$ | W | Th | $F$ | S | S | M | $T$ | W | Th | $F$ | S | S | M | $T$ | W | Th | $F$ | S | S | M | T | W | Th | $F$ | S | S | M | $T$ | W | Th | F | S | S | M | $T$ | W | Th | $F$ | S |
|  | 30 | 31 | 1 | 2 | 3 |  |  |  |  |  |  |  |  |  | 2 | 3 | 4 | 5 | 6 |  |  |  |  | 1 | 2 | 3 |  |  |  |  |  |  | 1 |  |  | 1 | 2 | 3 | 4 | 5 | 6 |
|  | 6 | 7 | 8 | 9 | 10 |  |  | 3 | 4 | 5 | 6 | 7 |  |  | 9 | 10 | 11 | 12 | 13 |  |  | 6 | 7 | 8* | 9 | 10 |  |  | 4 | 5 | 6* | 7 | 8 |  | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|  | 13 | 14 | 15* | 16 | 17 |  |  | 10 | 11 | 12* | 13 | 14 |  |  | 16 | 17 | 18 | 19 | 20 |  |  | 13 | 14 | 15 | 16 | 17 |  |  | 11 | 12 | 13 | 14 | 15 |  | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|  | 20 | 21 | 22 | 23 | 24 |  |  | 17. | 18 | 19 | 20 | 21 |  |  | 23 | 24 | 25 | 26 | 27 |  |  | 20 | 21 | 22 | 23 | 24 |  |  | 18 | 19 | 20* | 21 | 22 |  | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
|  | 27 | 28 | 29 | 30 | 31 |  |  | 24 | 25 | 26* | 27 | 28 |  |  |  | 31 |  |  |  |  |  | 27 | 28 | 29 | 30 |  |  |  | 25 | 26 | 27 | 28 | 29* |  | 28 | 29 | 30 |  |  |  |  |

Math Expressions - Grade 3-2019-20 Pacing Guide


Math Expressions - Grade 4-2019-20 Pacing Guide


Math Expressions - Grade 5-2019-20 Pacing Guide


