



Teacher Edition: Planning and Pacing Guide

Kindergarten

Build Understanding
Connect Concepts and Skills
Apply and Practice
INsuccess Lessons

Pacing Guide

Lesson	Indiana Academic Standards: Mathematics (2020), 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	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	1 day
Lesson 1.2 Represent 3 and 4	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	1 day
Lesson 1.3 Represent 5	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	1 day

In addition to the core instructional pacing below, 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 190 days.

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
Lesson 1.4 Represent 0	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	1 day
Lesson 1.5 Ways to Make 5	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects).	1 day

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
Module 2: Represent Numbers to 5 with a Written Numeral		
Lesson 2.1 Count and Write 0 and 1	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	1 day
Lesson 2.2 Count and Write 2 and 3	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	1 day
Lesson 2.3 Count and Write 4 and 5	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	1 day
Lesson 2.4 Count and Write Numbers to 5	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	1 day

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
Lesson 2.5 Count and Order to 5	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.3 Find the number that is one more than or one less than any whole number up to 20. K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	1 day

Module 3: Matching and Counting Numbers to 5		
Lesson 3.1 Identify a Greater Number of Objects Within 5	K.NS.7 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). K.NS.9 Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	1 day
Lesson 3.2 Identify a Lesser Number of Objects Within 5	K.NS.7 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). K.NS.9 Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	1 day
Lesson 3.3 Match Equal Groups of Objects Within 5	K.NS.7 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). K.NS.9 Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	1 day
Lesson 3.4 Compare Groups Within 5 by Counting	K.NS.7 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). K.NS.9 Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	1 day
Lesson 3.5 Compare Groups Within 5 by Matching	K.NS.7 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). K.NS.9 Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	1 day
Lesson 3.6 Compare Numbers Within 5	K.NS.9 Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	1 day

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
Module 4: Classify, Count, and Sort Objects		
Lesson 4.1 Classify and Count by Color	K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20. K.DA.1 Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.	1 day
Lesson 4.2 Classify and Count by Shape	K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20. K.DA.1 Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.	1 day
Lesson 4.3 Classify and Count by Size	K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20. K.DA.1 Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.	1 day
Lesson 4.4 Classify, Count, and Sort by Count	K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20. K.DA.1 Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.	1 day
Insucces Lesson More Concrete Graphs <i>Use after Lesson 4.4</i>	K.NS.9 Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	1 day

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
Module 5: Add To and Take Away From Within 5		
Lesson 5.1 Act Out Addition Problems Within 5	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	1 day
Lesson 5.2 Act Out Subtraction Problems Within 5	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	1 day
Lesson 5.3 Solve Add To Problems Within 5	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	2 days
Lesson 5.4 Solve Take From Problems Within 5	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	2 days
Lesson 5.5 Write Addition Equations Within 5	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	2 days
Lesson 5.6 Write Subtraction Equations Within 5	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction 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	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	2 days

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
Module 6: Put Together and Take Apart Within 5		
Lesson 6.1 Represent Addition Problems Within 5 Using Objects and Drawings	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction 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	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	1 day
Lesson 6.3 Solve Put Together Problems Within 5	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	2 days
Lesson 6.4 Solve Take Apart Problems Within 5	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	2 days
Lesson 6.5 Represent Addition Using Mental Images	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	2 days
Lesson 6.6 Represent Subtraction Using Mental Images	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	2 days
Lesson 6.7 Solve Word Problems Within 5	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	2 days

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
Unit 2 COUNT SEQUENCE AND NUMBERS TO 10		
Module 7: Represent Numbers 6 to 10 with Objects		
Lesson 7.1 Represent 6 and 7	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	1 day
Lesson 7.2 Represent 8 and 9	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	1 day
Lesson 7.3 Represent 10	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	1 day

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
Module 8: Represent Numbers 6 to 10 with a Written Numeral		
Lesson 8.1 Count and Write 6 and 7	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	1 day
Lesson 8.2 Count and Write 8 and 9	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	1 day
Lesson 8.3 Count and Write 10	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	1 day
Lesson 8.4 Count and Order to 10	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	1 day

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
Module 9: Use the Count Sequence to Count to 100		
Lesson 9.1 Count to 100 by Ones	K.NS.1 Count to at least 100 by ones and tens and count on by one from any number.	1 day
Lesson 9.2 Count to 100 by Tens	K.NS.1 Count to at least 100 by ones and tens and count on by one from any number.	1 day
Lesson 9.3 Count Forward from a Given Number	K.NS.1 Count to at least 100 by ones and tens and count on by one from any number.	1 day

Module 10: Compare Numbers to 10		
Lesson 10.1 Identify a Greater Number of Objects Within 10	K.NS.7 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). K.NS.9 Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	1 day
Lesson 10.2 Identify a Lesser Number of Objects Within 10	K.NS.7 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). K.NS.9 Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	1 day
Lesson 10.3 Match Equal Groups of Objects Within 10	K.NS.7 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). K.NS.9 Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	1 day
Insucces Lesson Equal Groups <i>Use after Lesson 10.3</i>	K.NS.10 Separate sets of 10 or fewer objects into equal groups.	1 day
Lesson 10.4 Compare Groups Within 10 by Counting	K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20. K.NS.7 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). K.NS.9 Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	1 day

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
Lesson 10.5 Compare Groups Within 10 by Matching	K.NS.7 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). K.NS.9 Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	1 day
INsuccess Lesson Tell How Many Objects without Counting <i>Use after Lesson 10.5</i>	K.NS.6 Recognize sets of one to 10 objects in patterned arrangements and tell how many without counting.	1 day
Lesson 10.6 Compare Numbers Within 10	K.NS.7 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). K.NS.8 Compare the values of two numbers from 1 to 20 presented as written numerals.	1 day
INsuccess Lesson One More and One Less <i>Use after Lesson 10.6</i>	K.NS.3 Find the number that is one more than or one less than any whole number up to 20.	1 day

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
Module 11: Add To and Take From Within 10		
Lesson 11.1 Act Out Addition Problems Within 10	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	1 day
Lesson 11.2 Act Out Subtraction Problems Within 10	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	1 day
Lesson 11.3 Solve Add To Problems Within 10	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	2 days
Lesson 11.4 Solve Take From Problems Within 10	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	2 days
Lesson 11.5 Write Addition Equations Within 10	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	2 days
Lesson 11.6 Write Subtraction Equations Within 10	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction 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	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	2 days

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
Module 12: Put Together and Take Apart Within 10		
Lesson 12.1 Represent Addition Problems Within 10 Using Objects and Drawings	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction 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	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	1 day
Lesson 12.3 Solve Put Together Problems Within 10	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	2 days
Lesson 12.4 Solve Take Apart Problems Within 10	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	2 days
Lesson 12.5 Solve Word Problems Within 10	K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10. K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	2 days

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
Module 13: Ways to Make Numbers to 10		
Lesson 13.1 Ways to Make 6 and 7	K.CA.3 Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	1 day
Lesson 13.2 Ways to Make 8	K.CA.3 Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	1 day
Lesson 13.3 Ways to Make 9	K.CA.3 Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	1 day
Lesson 13.4 Ways to Make 10	K.CA.3 Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). K.CA.4 Find the number that makes 10 when added to the given number for any number from one to nine (e.g., by using objects or drawings), and record the answer with a drawing or an equation.	1 day
Lesson 13.5 Make 10 from a Given Number	K.CA.3 Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	1 day

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
Unit 3 GEOMETRY		
Module 14: Analyze and Compare Three-Dimensional Shapes		
Lesson 14.1 Identify and Describe Spheres	K.G.2 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 Cubes	K.G.2 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	K.G.2 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	K.G.2 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	K.G.3 Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.	1 day

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
Module 15: Describe Positions of Objects		
Lesson 15.1 Use <i>Above</i> and <i>Below</i> to Describe Position	K.G.1 Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.	1 day
INsuccess Lesson Above, Below, Over, Under <i>Use with Lesson 15.1</i>	K.G.1 Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.	1 day
Lesson 15.2 Use <i>Next To</i> and <i>Beside</i> to Describe Position	K.G.1 Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.	1 day
INsuccess Lesson Beside, Next to, and Between <i>Use with Lesson 15.2</i>	K.G.1 Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.	1 day
Lesson 15.3 Use <i>In Front Of</i> and <i>Behind</i> to Describe Position	K.G.1 Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.	1 day
INsuccess Lesson Inside and Outside <i>Use after Lesson 15.3</i>	K.G.1 Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.	1 day
INsuccess Lesson Position Words <i>Use after Lesson 15.3</i>	K.G.1 Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.	1 day
INsuccess Lesson More Position Words <i>Use after Lesson 15.3</i>	K.G.1 Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.	1 day

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
Module 16: Analyze and Compare Two-Dimensional Shapes		
Lesson 16.1 Identify and Describe Circles	K.G.2 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). K.G.3 Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.	1 day
Lesson 16.2 Identify and Describe Squares	K.G.2 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). K.G.3 Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.	1 day
Lesson 16.3 Identify and Describe Triangles	K.G.2 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). K.G.3 Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.	1 day
Lesson 16.4 Identify and Describe Rectangles	K.G.2 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). K.G.3 Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.	1 day
Lesson 16.5 Identify and Describe Hexagons	K.G.2 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	K.G.3 Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes. K.G.4 Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).	1 day
Lesson 16.7 Compare Two-Dimensional and Three-Dimensional Shapes	K.G.2 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	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
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	K.NS.11 Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	1 day
Lesson 17.2 Compose Ten Ones and Some More Ones to 15	K.NS.11 Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	1 day
Lesson 17.3 Compose Ten Ones and Some More Ones to 19	K.NS.11 Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	1 day
Lesson 17.4 Represent Numbers to 20	K.NS.11 Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	1 day

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
Module 18: Place Value Foundations: Represent Numbers to 20 with a Written Numeral		
Lesson 18.1 Count and Write 11 to 14	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20. K.NS.11 Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	1 day
Lesson 18.2 Count and Write 15	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20. K.NS.11 Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	1 day
Lesson 18.3 Count and Write 16 to 19	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20. K.NS.11 Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	1 day

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
Lesson 18.4 Count and Write 20	K.NS.2 Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). K.NS.4 Say the number names in standard order when counting objects, 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 describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	1 day
Insucces Lesson One More and One Less 2 <i>Use after Lesson 18.4</i>	K.NS.3 Find the number that is one more than or one less than any whole number up to 20.	1 day
Insucces Lesson Compare Two Numbers to 20 <i>Use after Lesson 18.4</i>	K.NS.8 Compare the values of two numbers from 1 to 20 presented as written numerals. K.NS.9 Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	1 day
Insucces Lesson Describe and Copy a Shape Pattern <i>Use after Lesson 18.4</i>	K.CA.5 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.	1 day
Insucces Lesson Extend a Shape Pattern <i>Use after Lesson 18.4</i>	K.CA.5 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.	1 day
Insucces Lesson Number Patterns <i>Use after Lesson 18.4</i>	K.CA.5 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.	1 day
Insucces Lesson Extend a Number Pattern <i>Use after Lesson 18.4</i>	K.CA.5 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.	1 day
Insucces Lesson Describe and Copy a Growing Pattern <i>Use after Lesson 18.4</i>	K.CA.5 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.	1 day

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
INsuccess Lesson Extend a Growing Pattern <i>Use after Lesson 18.4</i>	K.CA.5 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.	1 day
INsuccess Lesson Create a Pattern <i>Use after Lesson 18.4</i>	K.CA.5 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.	1 day

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
Unit 5 MEASUREMENT		
Module 19: Length and Height		
Lesson 19.1 Describe Attributes of Length and Height	K.G.2 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). K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	1 day
Lesson 19.2 Compare and Describe Lengths	K.G.2 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). K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	1 day
Lesson 19.3 Compare and Describe Heights	K.G.2 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). K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	1 day

Module 20: Weight		
Lesson 20.1 Describe Attributes of Weight	K.G.2 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). K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	1 day
Lesson 20.2 Compare and Describe Weights	K.G.2 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). K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	1 day
Lesson 20.3 Describe More Than One Attribute of an Object	K.G.2 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). K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	1 day
INsuccess Lesson Explore Capacity <i>Use after Lesson 20.3</i>	K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	1 day
INsuccess Lesson Compare Capacity <i>Use after Lesson 20.3</i>	K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	1 day

Lesson	Indiana Academic Standards: Mathematics (2020), Grade K	Pacing
INsuccess Lesson Explore Temperature <i>Use after Lesson 20.3</i>	K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	1 day
INsuccess Lesson Temperature <i>Use after Lesson 20.3</i>	K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	1 day
INsuccess Lesson Morning, Afternoon, Evening <i>Use after Lesson 20.3</i>	K.M.2 Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.	1 day
INsuccess Lesson Days in a Week <i>Use after Lesson 20.3</i>	K.M.2 Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.	1 day
INsuccess Lesson Today, Yesterday, Tomorrow <i>Use after Lesson 20.3</i>	K.M.2 Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.	1 day
INsuccess Lesson Weeks in a Month <i>Use after Lesson 20.3</i>	K.M.2 Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.	1 day
INsuccess Lesson Months in a Year <i>Use after Lesson 20.3</i>	K.M.2 Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.	1 day
INsuccess Lesson Use a Clock <i>Use after Lesson 20.3</i>	K.M.2 Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.	1 day