



Kindergarten: **Mathematics**

Quarter 1: Curriculum & Pacing Guide

Quarter Overview

Students build the foundations of counting and cardinality. They classify and sort objects into categories, count objects accurately using one-to-one correspondence, and answer "how many" questions for sets of up to 10 objects.

Students learn to write numerals and create matching sets, decompose numbers into smaller parts, and analyze the counting sequence to notice its patterns. Throughout the quarter, students use hands-on tools, counting strategies, and mathematical language to explain their thinking.

Essential Questions

- How can we sort and classify objects into groups?
- What does it mean to count objects accurately?
- How do we know "how many" are in a group of objects?
- Why does each object get counted only one time?
- How can we write numerals to match a group of objects?
- How can a number be broken apart into smaller parts?
- What patterns do we notice in the counting sequence?
- How can we compare groups of objects by counting them?
- How can strategies and tools help us count larger groups of objects?
- How can we show and explain our mathematical thinking?

Standards for Mathematical Practice (Used Throughout)

- MP1 — Make sense of problems and persevere in solving them
- MP2 — Reason abstractly and quantitatively
- MP3 — Construct viable arguments and critique the reasoning of others
- MP4 — Model with mathematics
- MP5 — Use appropriate tools strategically
- MP6 — Attend to precision
- MP7 — Look for and make use of structure
- MP8 — Look for and express regularity in repeated reasoning

Kindergarten Quarter 1: *I can statements* (Weeks 2–9)

- I can sort objects into groups and count how many are in each group.
 - I can count objects one at a time, touching each object only once.
 - I can tell how many objects are in a group of up to 5 without recounting.
 - I can write numerals and match them to a group of objects.
 - I can tell how many objects are in a group of up to 10.
 - I can create a set of objects to match a written number.
 - I can break a number apart into two smaller parts.
 - I can notice patterns when I count.
 - I can compare two groups of objects and tell which has more or fewer.
 - I can explain my counting and sorting thinking using math words.
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Module 1 Reference — Counting & Cardinality (Weeks 2–9)

Standards Addressed

- CC.2.1.K.A.1 — Number & Operations: know number names and the count sequence
- CC.2.1.K.A.2 — Number & Operations: count to tell the number of objects
- CC.2.4.K.A.4 — Data & Measurement: classify objects into categories, count the objects in each category, and sort the categories

Vocabulary

Content: count, enough, line, number, number sentence, sort, strategy

Academic: explain, notice, record, solve

Materials Needed

Chart paper · Counting collections · Crayons · Cups · Dry erase markers · 5-group cards · Bingo boards · Hide-Zero cards (student set) · Hide-Zero cards (teacher set) · Match cards · Numeral cards · Sticky notes · Paper plates · Pencils · Whiteboards · Whiteboard erasers · Projector · Puppet · Plastic resealable bags · Sorting bags · Teddy bear counters · Two-color beans · Unifix cubes · White paper · Number gloves

Curriculum Resources

Eureka Math² Module 1 Manual · [greatminds.org](https://www.greatminds.org) website · [Happy Numbers](#) · Student Learn Book — Module 1 / Teach Book

9-Week Pacing at a Glance

Wk	Module	Focus	Lessons This Week	Guiding Question(s)
1	Getting Started	Establish Routines & Classroom Expectations	No new content lessons this week	Set up math routines, tools, and norms for the year
2	Module 1	Counting & Cardinality	Lessons 1–5: Classify to Make Categories and Count Shape Formation	How can we sort and classify objects into groups?
3	Module 1	Counting & Cardinality	Lessons 6–9: Answer How Many Questions with Up to 5 Objects Number Formation 1–5	How do we know "how many" are in a group of up to 5 objects?
4	Module 1	Counting & Cardinality	Lessons 10–13: Write Numerals and Create Sets of Up to 5 Objects Number Formation 6–10	How can we write numerals to match a group of objects?
5	Module 1	Counting & Cardinality	Lessons 14–18: Decompose Numbers Number Formation 6–10	How can a number be broken apart into smaller parts?
6	Module 1	Counting & Cardinality	Lessons 19–23: Answer How Many Questions with Up to 10 Objects	How do we know "how many" are in a group of up to 10 objects?
7	Module 1	Counting & Cardinality	Lessons 24–28: Write Numerals and Create Sets of Up to 10 Objects	How can we create a set of objects to match a written numeral?
8	Module 1	Counting & Cardinality	Lessons 29–33: Analyze the Count Sequence	What patterns do we notice in the counting sequence?
9	Module 1	Module 1 Assessment	Module 1: Assessment	How can we show what we know about counting and cardinality?

Differentiation Strategies by Topic

Quick supports and extensions teachers can pull from during each instructional block. Use alongside small-group time, centers, or independent work.

Topic	Support (Below Level)	Extension (Above Level)
Classify to Make Categories and Count (Week 2)	Start with sorting by one obvious attribute (color or size) using real objects; count each group aloud together, touching each item once.	Sort the same set of objects by more than one attribute and compare the resulting groups; explain why a chosen category makes sense.
Answer How Many Questions — Up to 5 (Week 3)	Use a 5-group card or ten-frame to organize objects while counting; practice touching and moving each object as it's counted.	Count a scattered (unorganized) group of up to 5 objects without rearranging them; state the total without recounting.
Write Numerals and Create Sets — Up to 5 (Week 4)	Trace numerals using a multisensory approach (sand, finger paint, textured cards) before writing with a pencil; match a numeral card to a matching set of objects.	Write the numeral independently and create a matching set using two different types of objects; explain how the numeral and set match.
Decompose Numbers (Week 5)	Use two-color counters or a puppet-and-hide game to physically show a number split into two parts, saying each part aloud.	Find more than one way to decompose the same number and record each way; explain how the two parts relate to the whole.
Answer How Many Questions — Up to 10 (Week 6)	Use a ten-frame or 5-group cards to organize larger counts; count in smaller chunks (count to 5, then continue).	Count a scattered group of up to 10 objects without reorganizing; compare two counted groups and say which has more or fewer.
Write Numerals and Create Sets — Up to 10 (Week 7)	Continue multisensory numeral tracing for 6–10; use a numeral card matched to a pre-made set before creating an original set.	Write numerals 6–10 independently and create matching sets using varied objects; order a set of numeral cards from least to greatest.
Analyze the Count Sequence (Week 8)	Practice the count sequence with a visual number line or number gloves, pointing to each number as it's said.	Start counting from a number other than 1 (e.g., "start at 4 and keep going"); notice and describe the pattern in the count sequence.

General Differentiation Toolkit

Support Strategies (Below Level / Emerging)

- Use hands-on manipulatives (counters, unifix cubes, 5-group cards) before moving to pictures or numerals alone.
- Pre-teach vocabulary — especially new terms like "sort," "decompose," and "count sequence" — using visuals, gestures, and real objects before the whole-group lesson.
- Keep numbers within a smaller, familiar range (e.g., within 5) while a skill is new, then extend toward 10 once secure.
- Model one-to-one correspondence explicitly by touching and moving each object as it's counted.
- Pair with a peer partner for turn-and-talk and modeling during hands-on counting or sorting tasks.
- Use multisensory approaches (sand, textured letters, large motor movements) for numeral formation practice.

Extension Strategies (Above Level)

- Extend counting tasks beyond 10, or introduce counting on from a number other than 1.
- Challenge students to decompose a number in more than one way and compare the different combinations.
- Ask students to explain their counting or sorting strategy in their own words to a partner or the class.
- Have students create their own sorting categories and justify their choices.
- Have students count and compare two groups of objects to determine which has more, fewer, or the same amount.

Multilingual Learner / Language Support

- Pair new vocabulary (e.g., "sort," "count," "enough," number words) with gestures, visuals, and native-language cognates where possible.
- Use simple sentence frames for explaining thinking: "There are ____." or "I sorted by ____."
- Allow students to show understanding through pointing, physical sorting, or counting aloud before requiring a full verbal explanation.
- Preview key vocabulary and counting routines in a small group before they're introduced in the whole-class lesson.



Kindergarten: **Mathematics**

Quarter 2: Curriculum & Pacing Guide

Quarter Overview

Students identify, describe, analyze, and name two-dimensional and three-dimensional shapes, then use shapes to construct new shapes. They explore attributes such as sides, corners, and faces to compare and classify shapes.

Students then compare measurable attributes of objects — height, length, and weight — using direct comparison and simple tools. They compare sets of objects and numbers within 10 to determine which is greater, fewer, or the same. Throughout the quarter, students use hands-on tools and mathematical language to explain their comparisons.

Essential Questions

- How can we identify and describe two-dimensional shapes?
- How can we identify and describe three-dimensional shapes?
- How are two-dimensional and three-dimensional shapes alike and different?
- How can we use shapes to build or construct new shapes?
- How can we compare the height or length of two objects?
- How can we compare the weight of two objects?
- What words help us describe and compare measurable attributes?
- How can we compare two sets of objects to determine which has more, fewer, or the same?
- How can we compare two numbers within 10?
- How can we explain our thinking when comparing objects or sets?

Standards for Mathematical Practice (Used Throughout)

- MP1 — Make sense of problems and persevere in solving them
- MP2 — Reason abstractly and quantitatively
- MP3 — Construct viable arguments and critique the reasoning of others
- MP4 — Model with mathematics
- MP5 — Use appropriate tools strategically
- MP6 — Attend to precision
- MP7 — Look for and make use of structure
- MP8 — Look for and express regularity in repeated reasoning

Kindergarten Quarter 2: *I can statements* (10-18 Weeks)

- I can name and describe flat (2D) shapes like circles, squares, triangles, rectangles, and hexagons.
 - I can name and describe solid (3D) shapes like spheres, cubes, cones, cylinders, and pyramids.
 - I can tell how 2D and 3D shapes are alike and different.
 - I can use shapes to build new shapes.
 - I can compare the height or length of two objects and say which is taller/shorter or longer/shorter.
 - I can compare the weight of two objects and say which is heavier or lighter.
 - I can use math words like taller, shorter, heavier, and lighter to describe and compare objects.
 - I can compare two sets of objects and say which has more, fewer, or the same amount.
 - I can compare two numbers within 10 and say which is greater or less.
 - I can explain my thinking when I compare objects or sets.
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Module 2 Reference — Two-Dimensional and Three-Dimensional Shapes (Weeks 10–13)

Standards Addressed

- CC.2.3.K.A.1 — Geometry: identify, describe, and compare two- and three-dimensional shapes
- CC.2.3.K.A.2 — Geometry: analyze, compare, create, and compose two- and three-dimensional shapes

Vocabulary

Content: circle, cone, cube, cylinder, flat shape, hexagon, pyramid, rectangle, rectangular prism, solid shape, sphere, square, rectangle, triangle

Familiar: count, number, sort

Academic: describe

Materials Needed

20-bead Rekenrek · Ball, box, brown paper bags · Crayons, dry erase markers · Folders, pencils · Whiteboards, scissors, paper, yarn · Dot dice, 2D shapes · Geometry cards · Hide-Zero cards, match cards · Pattern block puzzles · Geometric solids set · Modeling clay ·

Plastic pattern block sets · Puppet, smiley face stickers · Plastic coffee stirrers, beans · Two-color counters, unifix cubes

Curriculum Resources

Eureka Math² Module 2 Manual · [greatminds.org](https://www.greatminds.org) website · [Happy Numbers](#) · Student Learn Book — Module 2 / Teach Book

Module 3 Reference — Comparison (Weeks 14–18)

Standards Addressed

- CC.2.4.K.A.1 — Data & Measurement: describe and compare measurable attributes of objects (length, height, weight)
- CC.2.4.K.A.4 — Data & Measurement: classify objects into categories, count the objects in each category, and sort the categories
- CC.2.1.K.A.3 — Number & Operations: compare numbers of objects and compare written numerals

Vocabulary

Content: equal, fewer, greater, heavy, height, length, less, light, long, more, short, tall, weight

Familiar: circle, cone, cube, flat shape, hexagon, rectangle, square, triangle (shape review), count, enough, line, number, sort, strategy

Academic: no new academic vocabulary introduced

Materials Needed

100-bead Rekenrek · Construction paper squares, chart paper, colored pencils · Bags of units (blocks, pennies, beans) · Bell, bracelet, containers, cookies, cotton balls · Counting collections, crayons, dot dice, dough or clay · Glue sticks, paper bags, paper clips, paper plates · Rocks, scales, scissors · Hide-Zero cards · Plastic tubs, plastic bags · Dry erase markers, whiteboards, whiteboard erasers · Pencils, pattern blocks

Curriculum Resources

Eureka Math² Module 3 Manual · [greatminds.org](https://www.greatminds.org) website · [Happy Numbers](#) · Student Learn Book — Module 3 / Teach Book

9-Week Pacing at a Glance

Wk	Module	Focus	Lessons This Week	Guiding Question(s)
10	Module 2	Two-Dimensional and Three-Dimensional Shapes	Lessons 1–5: Analyze and Name Two-Dimensional Shapes	<i>How can we identify and describe two-dimensional shapes?</i>
11	Module 2	Two-Dimensional and Three-Dimensional Shapes	Lessons 6–9: Analyze and Name Three-Dimensional Shapes	<i>How can we identify and describe three-dimensional shapes? How are two-dimensional and three-dimensional shapes alike and different?</i>
12	Module 2	Two-Dimensional and Three-Dimensional Shapes	Lessons 10–14: Construct Shapes	<i>How can we use shapes to build or construct new shapes?</i>
13	Module 2	Construct Shapes Module 2 Assessment	Lessons 15–16: Construct Shapes Module 2 Assessment	<i>How can we describe a shape we built using its attributes?</i>
14	Module 3	Comparison	Lessons 1–5: Compare Heights and Lengths	<i>How can we compare the height or length of two objects?</i>
15	Module 3	Comparison	Lesson 6: Compare Heights and Lengths Lessons 7–10: Compare Weights	<i>How can we compare the weight of two objects?</i>
16	Module 3	Comparison	Lesson 11: Compare Weights Lessons 12–14: Compare Sets Within 10	<i>What words help us describe and compare measurable attributes?</i>
17	Module 3	Comparison	Lessons 15–17: Compare Sets Within 10 Lessons 18–19: Compare Numbers Within 10	<i>How can we compare two sets of objects to determine which has more, fewer, or the same?</i>
18	Module 3	Compare Numbers Within 10 Module 3 Assessment	Lessons 20–22: Compare Numbers Within 10 Module 3 Assessment	<i>How can we compare two numbers within 10?</i>

Differentiation Strategies by Topic

Quick supports and extensions teachers can pull from during each instructional block. Use alongside small-group time, centers, or independent work.

Topic	Support (Below Level)	Extension (Above Level)
Analyze and Name Two-Dimensional Shapes (Week 10)	Sort real flat shapes by one attribute (number of sides) using hands-on shape sets; name each shape aloud together as it's sorted.	Identify the same shape in different sizes, orientations, and colors; describe a shape using more than one attribute (e.g., "3 sides, all straight").
Analyze and Name Three-Dimensional Shapes (Week 11)	Handle real solid shapes (ball, box, cone) and match them to everyday objects around the room; name each shape together.	Compare a 2D shape to the matching face of a 3D shape (e.g., square face of a cube); sort solid shapes by whether they roll, stack, or slide.
Construct Shapes (Weeks 12–13)	Use pattern blocks or modeling clay to build a shape with a model to copy; count the sides or corners together as it's built.	Build a shape from a verbal description without a model (e.g., "build a shape with 4 equal sides"); combine smaller shapes to construct a new, more complex shape.
Compare Heights and Lengths (Weeks 14–15)	Compare two objects directly by lining them up side by side; use the sentence frame: "___ is taller/shorter than ___."	Compare three or more objects and order them from shortest to tallest; use a third object (like string) to compare two objects indirectly.
Compare Weights (Weeks 15–16)	Hold two objects, one in each hand, to physically feel which is heavier before using a balance scale to confirm.	Use a balance scale to compare and order three or more objects by weight; explain how the scale shows which object is heavier.
Compare Sets Within 10 (Weeks 16–17)	Line up two sets of objects one-to-one (matching) to see which has more, fewer, or the same amount, without counting first.	Compare two sets by counting each set and comparing the numbers; create a set with a specific number more or fewer than a given set.
Compare Numbers Within 10 (Weeks 17–18)	Use numeral cards alongside matching sets of objects to compare two numbers concretely before comparing numerals alone.	Compare two numerals without objects and justify which is greater or less; order a set of numeral cards from least to greatest.

General Differentiation Toolkit

Support Strategies (Below Level / Emerging)

- Use real objects and hands-on manipulatives (shape sets, solids, balance scales) before moving to pictures or abstract comparisons.
- Pre-teach vocabulary — especially comparison words like "taller," "heavier," and "fewer" — using visuals, gestures, and real objects before the whole-group lesson.
- Model direct comparison (lining objects up side by side) before introducing indirect comparison with a third object.
- Provide a model or example to copy before asking students to build or compare independently.
- Pair with a peer partner for turn-and-talk and modeling during hands-on shape or comparison tasks.
- Use consistent sentence frames repeatedly so students become comfortable with comparison language.

Extension Strategies (Above Level)

- Challenge students to compare three or more objects and order them (shortest to tallest, lightest to heaviest).
- Ask students to describe a shape or comparison using more than one attribute at a time.
- Have students build a shape or set from a verbal description without a model to copy.
- Encourage students to explain their comparison reasoning to a partner or the class in their own words.
- Have students create their own comparison problems for a partner to solve.

Multilingual Learner / Language Support

- Pair new vocabulary (e.g., shape names, "compare," "taller," "heavier") with gestures, visuals, and native-language cognates where possible.
- Use simple, consistent sentence frames: "___ is taller than ___." or "There are more ___ than ___."
- Allow students to show understanding through pointing, physical comparison, or hands-on sorting before requiring a full verbal explanation.
- Preview key vocabulary and comparison routines in a small group before they're introduced in the whole-class lesson.



Kindergarten: **Mathematics**

Quarter 3: Curriculum & Pacing Guide

Quarter Overview

Students explore how numbers can be composed (put together) and decomposed (broken apart) into smaller parts. They record their thinking using objects, pictures, and number sentences, and apply this understanding to solve story problems.

Students then represent addition as putting together and adding to, and represent subtraction as taking apart and taking from, using objects, drawings, and equations. Throughout the quarter, students make sense of problems before solving them and use tools and strategies to find and explain their answers.

Essential Questions

- How can a number be composed (put together) from smaller parts?
- How can a number be decomposed (broken apart) into smaller parts?
- How can we record composition and decomposition using pictures, numbers, or equations?
- How can story problems help us understand composing and decomposing numbers?
- What does it mean to add two groups together?
- What does it mean to subtract or take away from a group?
- How can we represent addition and subtraction using objects, pictures, or equations?
- How can we make sense of a story problem before solving it?
- How can tools and strategies help us solve addition and subtraction problems?
- How can we explain our thinking when solving a problem?

Standards for Mathematical Practice (Used Throughout)

- MP1 — Make sense of problems and persevere in solving them
- MP2 — Reason abstractly and quantitatively
- MP3 — Construct viable arguments and critique the reasoning of others
- MP4 — Model with mathematics
- MP5 — Use appropriate tools strategically
- MP6 — Attend to precision
- MP7 — Look for and make use of structure
- MP8 — Look for and express regularity in repeated reasoning

Kindergarten Quarter 3: *I can statements* (19-23 Weeks)

- I can put two parts together to make a whole number (compose).
 - I can break a number apart into smaller parts (decompose).
 - I can record my composing and decomposing using pictures, numbers, or equations.
 - I can solve story problems about putting numbers together and breaking them apart.
 - I can add two groups together to find the total.
 - I can subtract, or take away, from a group to find what's left.
 - I can show addition using objects, pictures, or a number sentence.
 - I can show subtraction using objects, pictures, or a number sentence.
 - I can make sense of a story problem before I solve it.
 - I can explain my thinking when I solve a problem.
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Module 4 Reference — Composition & Decomposition (Weeks 19–23)

Standards Addressed

- CC.2.3.K.A.2 — Geometry: analyze, compare, create, and compose two- and three-dimensional shapes
- CC.2.2.K.A.1 — Algebraic Concepts: understand addition as putting together and adding to; understand subtraction as taking apart and taking from

Vocabulary

Content: part, partners to x, total, whole

Familiar: circle, cone, count, cube, enough, equal, fewer, greater, hexagon, less, long, more, number, number sentence, rectangle, short, sort, sphere, square, strategy, tall, triangle

Academic: no new academic vocabulary introduced

Materials Needed

100-bead demonstration rekenrek · Chart paper, tablet · Colorful masking tape or ribbon · Glue sticks · Paper plates · Whiteboards · Plastic pattern blocks · Scissors · Sorting bags · Counters · Unifix cubes · Crayons, dry erase markers, pencils

Curriculum Resources

Eureka Math² Module 4 Manual · [greatminds.org](https://www.greatminds.org) website · [Happy Numbers](#) · Student Learn Book — Module 4 / Teach Book

Module 5 Reference — Addition & Subtraction (Weeks 23–27)

Standards Addressed

- CC.2.2.K.A.1 — Algebraic Concepts: understand addition as putting together and adding to; understand subtraction as taking apart and taking from

Vocabulary

Content: addition, equals, minus, pattern, plus, subtraction

Familiar: count, equal, fewer, greater, hexagon, length, less, line, long, more, number, number sentence, part, partners to x, sort strategy, total, triangle, whole

Academic: organize

Materials Needed

100-bead Rekenrek · 10-sided dice (set of 24) · Cardstock, construction paper · Assorted containers · Counting collections · Crayons, dry erase markers · Geometric solids set (40 pieces) · Paper plates · Paper, pencils · Pennies · Pattern blocks · Scissors · Sentence strips · Sticky notes · Unifix cubes · Workmat, counters · Cups · Dot dice (set of 12) · Whiteboards

Curriculum Resources

Eureka Math² Module 5 Manual · [greatminds.org](https://www.greatminds.org) website · [Happy Numbers](#) · Student Learn Book — Module 5 / Teach Book

9-Week Pacing at a Glance

Wk	Module	Focus	Lessons This Week	Guiding Question(s)
19	Module 4	Composition & Decomposition	Lessons 1–3: Explore Composition and Decomposition	<i>How can a number be composed (put together) from smaller parts?</i>
20	Module 4	Composition & Decomposition	Lesson 4: Explore Composition and Decomposition Lessons 5–8: Record Composition and Decomposition	<i>How can a number be decomposed (broken apart) into smaller parts?</i>
21	Module 4	Composition & Decomposition	Lessons 9–10: Record Composition and Decomposition Lessons 11–13: Model Composition and Decomposition in Story Problems	<i>How can we record composition and decomposition using pictures, numbers, or equations?</i>
22	Module 4	Composition & Decomposition	Lessons 14–18: Model Composition and Decomposition in Story Problems	<i>How can story problems help us understand composing and decomposing numbers?</i>
23	Module 4 → 5	Module 4 Assessment; Begin Addition & Subtraction	Module 4 Assessment Lessons 1–3: Represent Addition	<i>What does it mean to add two groups together?</i>
24	Module 5	Addition & Subtraction	Lessons 4–7: Represent Addition	<i>How can we represent addition using objects, pictures, or equations?</i>
25	Module 5	Addition & Subtraction	Lessons 8–12: Represent Subtraction	<i>What does it mean to subtract or take away from a group?</i>
26	Module 5	Addition & Subtraction	Lessons 13–14: Represent Subtraction Lessons 15–17: Make Sense of Problems	<i>How can we represent subtraction using objects, pictures, or equations?</i>
27	Module 5	Make Sense of Problems	Lessons 18–22: Make Sense of Problems	<i>How can we make sense of a story problem before solving it?</i>

Differentiation Strategies by Topic

Quick supports and extensions teachers can pull from during each instructional block. Use alongside small-group time, centers, or independent work.

Topic	Support (Below Level)	Extension (Above Level)
Explore Composition and Decomposition (Weeks 19–20)	Use two-color counters or a puppet-and-hide game to physically show a number split into two parts, saying each part aloud.	Find more than one way to compose or decompose the same number and compare the different combinations.
Record Composition and Decomposition (Weeks 20–21)	Match a physical part-part-whole model (built with objects) to a matching picture or number sentence before writing independently.	Record multiple compositions/decompositions of the same number using numbers or simple equations without a physical model.
Model Composition/Decomposition in Story Problems (Weeks 21–22)	Act out the story problem with real objects or a puppet before drawing or recording it; use a sentence frame: "There are ___ in all. ___ and ___ make ___."	Solve story problems with the total or one part unknown; create an original composition/decomposition story problem for a partner.
Represent Addition (Weeks 23–24)	Use objects to physically join two groups together, counting the total aloud; connect the action to the word "plus."	Represent the same addition situation with objects, a drawing, and a number sentence; solve addition problems with the total unknown in different positions.
Represent Subtraction (Weeks 25–26)	Use objects to physically remove some from a group, counting what's left aloud; connect the action to the word "minus" or "take away."	Represent the same subtraction situation with objects, a drawing, and a number sentence; solve subtraction problems with the missing part unknown.
Make Sense of Problems (Weeks 26–27)	Use the Read–Draw–Write process with a sentence frame and teacher support at each step; act out simple one-step problems with objects.	Solve problems independently by choosing a strategy (objects, drawing, or mental math); explain the strategy chosen and why it worked.

General Differentiation Toolkit

Support Strategies (Below Level / Emerging)

- Use hands-on manipulatives (counters, unifix cubes, part-part-whole mats) before moving to pictures or number sentences alone.
- Pre-teach vocabulary — especially new terms like "part," "whole," "plus," and "minus" — using visuals, gestures, and real objects before the whole-group lesson.
- Keep numbers within a smaller, familiar range (e.g., within 5) while a skill is new, then extend toward 10 once secure.
- Act out story problems with real objects or a puppet before asking students to solve using pictures or equations.
- Pair with a peer partner for turn-and-talk and modeling during hands-on addition or subtraction tasks.
- Use consistent sentence frames repeatedly so students become comfortable with the language of composing, decomposing, adding, and subtracting.

Extension Strategies (Above Level)

- Challenge students to find more than one way to compose or decompose the same number.
- Have students solve problems with the total or a missing part unknown, rather than always the total.
- Ask students to explain their strategy for solving a problem in their own words to a partner or the class.
- Have students create their own addition, subtraction, or composition/decomposition story problems for a partner to solve.
- Encourage students to represent the same problem more than one way (objects, drawing, equation) and compare.

Multilingual Learner / Language Support

- Pair new vocabulary (e.g., "part," "whole," "plus," "minus," "total") with gestures, visuals, and native-language cognates where possible.
- Use simple, consistent sentence frames: "___ and ___ make ___." or "There were ___. ___ went away. Now there are ___."
- Allow students to show understanding through acting out, physical manipulation, or drawing before requiring a full verbal or written explanation.
- Preview key vocabulary and story-problem routines in a small group before they're introduced in the whole-class lesson.



Kindergarten: **Mathematics**

Quarter 4: Curriculum & Pacing Guide

Quarter Overview

Students wrap up their addition and subtraction work by using patterns and structure to solve problems more efficiently. They then build the foundation for place value by counting and writing teen numbers (11–19) and understanding that each teen number is composed of a ten and some extra ones.

Students extend their counting sequence to 100 by ones and by tens, and compare numbers to determine which is greater or less. Throughout the quarter, students use hands-on tools and mathematical language to explain their counting, composing, and comparing.

Essential Questions

- How can we use patterns and structure to help us solve problems?
- How can we count and write numbers from 11 to 19?
- How are teen numbers made of a ten and some more ones?
- How can we compose and decompose teen numbers?
- How can we count to 100 by ones and by tens?
- What patterns do we notice when counting to 100?
- How can we compare two numbers to determine which is greater or less?
- How can tools and strategies help us count and compare larger numbers?
- How can we show what we know about counting and place value?

Standards for Mathematical Practice (Used Throughout)

- MP1 — Make sense of problems and persevere in solving them
- MP2 — Reason abstractly and quantitatively
- MP3 — Construct viable arguments and critique the reasoning of others
- MP4 — Model with mathematics
- MP5 — Use appropriate tools strategically
- MP6 — Attend to precision
- MP7 — Look for and make use of structure
- MP8 — Look for and express regularity in repeated reasoning

Kindergarten Quarter 4: *I can statements* (28-36 Weeks)

- I can use patterns and structure to help me solve addition and subtraction problems.
 - I can count and write numbers from 11 to 19.
 - I can show that a teen number is a group of ten and some extra ones.
 - I can compose and decompose teen numbers (put them together and break them apart).
 - I can count to 100 by ones.
 - I can count to 100 by tens.
 - I can notice patterns when I count to 100.
 - I can compare two numbers and tell which is greater or less.
 - I can use tools and strategies to help me count and compare bigger numbers.
 - I can show what I know about counting and place value.
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Module 5 Reference — Addition & Subtraction, continued (Week 28)

Standards Addressed

- CC.2.1.K.A.1 — Number & Operations: know number names and the count sequence
- CC.2.2.K.A.1 — Algebraic Concepts: understand addition as putting together and adding to; understand subtraction as taking apart and taking from
- CC.2.3.K.A.2 — Geometry: analyze, compare, create, and compose two- and three-dimensional shapes

Vocabulary, Materials & Resources

See the Q3 Pacing Guide — this is the tail end of Module 5 and uses the same vocabulary and materials introduced there.

Eureka Math² Module 5 Manual · [greatminds.org](https://www.greatminds.org) website · [Happy Numbers](#) · Student Learn Book — Module 5 / Teach Book

Module 6 Reference — Place Value Foundations (Weeks 29–34)

Standards Addressed

- CC.2.1.K.B.1 — Number & Operations: compose and decompose numbers 11–19 into ten ones and some further ones
- CC.2.1.K.A.1 — Number & Operations: know number names and the count sequence; count to 100 by ones and by tens
- CC.2.1.K.A.3 — Number & Operations: compare numbers of objects and compare written numerals

Vocabulary

Content: ones

Familiar: addition, count, equals, fewer, greater, length, less, line, long, minus, more, number, number sentence, part, partners to x, pattern, plus, short, sort, strategy, subtraction, total, whole

Academic: no new academic vocabulary introduced

Materials Needed

10-sided dice (set of 24) · 20-bead rekenrek · 100-bead rekenrek · Boxes · Chart paper, tablet · Clear cups (12) · Counting collections · Crayons · Dot dice (12 sets) · Dry erase markers · Glue sticks · Index cards · Marbles, pom-poms · Paper clips · Pennies · Pencils · Whiteboards, whiteboard erasers · Pipe cleaners · Pony beads · Resealable bags · Scissors

Curriculum Resources

Eureka Math² Module 6 Manual · [greatminds.org](https://www.greatminds.org) website · [Happy Numbers](#) · Student Learn Book — Module 6 / Teach Book

9-Week Pacing at a Glance

Wk	Module	Focus	Lessons This Week	Guiding Question(s)
28	Module 5	Addition & Subtraction, continued Module 5 Assessment	Lessons 23–27: Make Use of Structure Module 5 Assessment	<i>How can we use patterns and structure to help us solve problems?</i>
29	Module 6	Place Value Foundations	Lessons 1–3: Count and Write Teen Numbers	<i>How can we count and write numbers from 11 to 19?</i>
30	Module 6	Place Value Foundations	Lessons 4–6: Count and Write Teen Numbers Lessons 7–8: Compose and Decompose Teen Numbers	<i>How are teen numbers made of a ten and some more ones?</i>
31	Module 6	Place Value Foundations	Lessons 9–12: Compose and Decompose Teen Numbers	<i>How can we compose and decompose teen numbers?</i>
32	Module 6	Place Value Foundations	Lessons 13–17: Count to 100	<i>How can we count to 100 by ones and by tens?</i>
33	Module 6	Place Value Foundations	Lessons 18–20: Count to 100 Lessons 21–22: Compare	<i>What patterns do we notice when counting to 100?</i> <i>How can we compare two numbers to determine which is greater or less?</i>
34	Module 6	Compare Module 6 Assessment	Lessons 23–24: Compare Module 6 Assessment	<i>How can we compare two numbers to determine which is greater or less?</i>
35	—	End of Year Assessments and Checklists	End of Year Assessments and Checklists	<i>How can we show what we know about counting and place value?</i>

Wk	Module	Focus	Lessons This Week	Guiding Question(s)
36	—	End of Year Assessments and Checklists	End of Year Assessments and Checklists	<i>How can we show what we know about counting and place value?</i>

Differentiation Strategies by Topic

Quick supports and extensions teachers can pull from during each instructional block. Use alongside small-group time, centers, or independent work.

Topic	Support (Below Level)	Extension (Above Level)
Make Use of Structure (Week 28)	Provide a familiar tool (rekenrek, ten-frame) and model how noticing a pattern (like groups of 5 or 10) makes counting or solving easier.	Ask students to describe a pattern they notice in their own words and use it to solve a new problem without teacher modeling.
Count and Write Teen Numbers (Weeks 29–30)	Use a ten-frame filled with 10 counters plus loose counters for the extra ones; trace teen numerals using a multisensory approach before writing independently.	Write teen numerals independently and build the matching set using a ten and extra ones without a ten-frame prompt.
Compose and Decompose Teen Numbers (Weeks 30–31)	Use a rekenrek or ten-frame to physically show "10 and some more" for a teen number, saying the parts aloud ("10 and 4 is 14").	Compose and decompose several teen numbers and explain the pattern ("every teen number is a ten and some ones") in their own words.
Count to 100 (Weeks 32–33)	Use a number line or hundreds chart with landmark numbers (10, 20, 30...) highlighted; count with a partner in smaller chunks.	Count to 100 by tens independently; start counting from a number other than 1 and continue to 100.
Compare (Weeks 33–34)	Use two sets of objects or two numeral cards with matching sets to compare concretely before comparing numerals alone.	Compare two-digit numbers using only numerals (without objects) and justify which is greater or less using place value language.

General Differentiation Toolkit

Support Strategies (Below Level / Emerging)

- Use hands-on manipulatives (rekenreks, ten-frames, counters) before moving to numerals or pictures alone.
- Pre-teach vocabulary — especially new terms like "ones," "teen number," and "compare" — using visuals, gestures, and real objects before the whole-group lesson.
- Keep the count sequence within a smaller, familiar range (e.g., to 20) while a skill is new, then extend toward 100 once secure.
- Model "a ten and some more" explicitly using a ten-frame or rekenrek before asking students to compose/decompose independently.
- Pair with a peer partner for turn-and-talk and modeling during hands-on counting or comparing tasks.
- Use consistent visual supports (number lines, hundreds charts) that stay posted and available throughout the quarter.

Extension Strategies (Above Level)

- Challenge students to count to 100 by tens independently, or start counting from a number other than 1.
- Have students compose and decompose teen numbers in more than one context (objects, drawings, equations) and explain the pattern.
- Ask students to compare two-digit numbers using place value language without objects.
- Encourage students to explain their counting or comparing strategy in their own words to a partner or the class.
- Have students create their own counting or comparison challenges for a partner to solve.

Multilingual Learner / Language Support

- Pair new vocabulary (e.g., "ones," "compare," "greater," "fewer") with gestures, visuals, and native-language cognates where possible.
- Use simple, consistent sentence frames: "___ is a ten and ___ more." or "___ is greater than ___."
- Allow students to show understanding through pointing, physical counting, or hands-on comparison before requiring a full verbal explanation.
- Preview key vocabulary and counting routines in a small group before they're introduced in the whole-class lesson.