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Kindergarten Pacing Guide

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This pacing guide includes three components. The first section, *Preparing to Teach a Module*, outlines a process for understanding the instructional sequences of the module—a vital foundation for making decisions about pacing. Next, *Preparing to Teach a Lesson* outlines a process for customizing a lesson to fit the daily time constraints and unique needs of the students.

The final section of this pacing guide, *Suggestions for Consolidation or Omissions*, is intended to provide guidance in the event that educators need to reduce the number of days in the 180-day curriculum. Keep in mind that Kindergarten is comprised of 152 daily lessons. The remaining 28 instructional days are devoted to the 10 interview style assessments. However, in the event that more flexibility is needed, these suggestions for consolidation or omissions will free up additional days. These suggestions should not be viewed as a mandate to omit or consolidate lessons, but as guidance for how to do so wisely when the need arises.

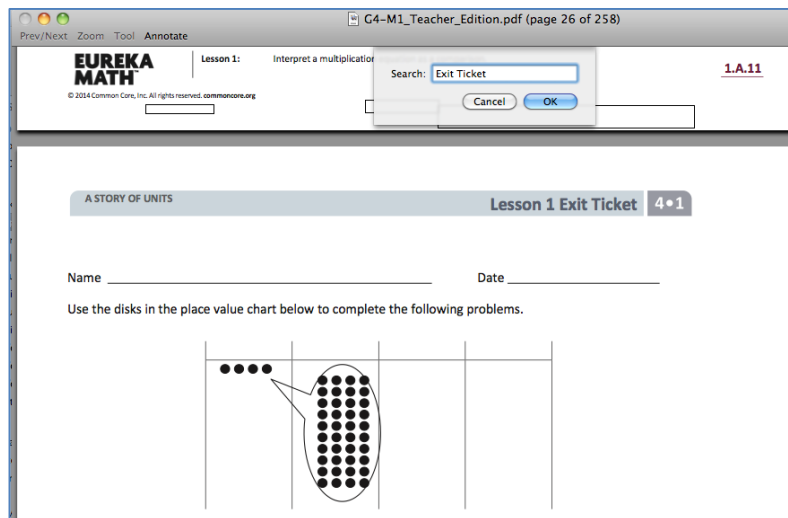
Preparing to Teach a Module

Preparation of lessons will be more effective and efficient if there has been an adequate analysis of the module first. Each module in *A Story of Units* can be compared to a chapter in a book. How is the module moving the plot, the mathematics, forward? What new learning is taking place? How are the topics and objectives building on one another? The following is a suggested process for preparing to teach a module.

Step 1: Get a preview of the plot.

- A: Read the Table of Contents. At a high level, what is the plot of the module? How does the story develop across the topics?
- B: Preview the module's Exit Tickets¹ to see the trajectory of the module's mathematics and the nature of the work students are expected to be able to do.

Note: When studying a PDF file, enter "Exit Ticket" into the search feature to navigate from one Exit Ticket to the next.



Step 2: Dig into the details.

- A: Dig into a careful reading of the Module Overview. While reading the narrative, *liberally* reference the lessons and Topic Overviews to clarify the meaning of the text—the lessons demonstrate the strategies, show how to use the models, clarify vocabulary, and build understanding of concepts.

¹ A more in-depth preview can be done by searching the Problem Sets rather than the Exit Tickets. Furthermore, this same process can be used to preview the coherence or flow of any component of the curriculum, such as Fluency Practice or Application Problems.

Consider searching the video gallery on *Eureka Math's* website to watch demonstrations of the use of models and other teaching techniques.

- B: Having thoroughly investigated the Module Overview, read through the chart entitled Overview of Module Topics and Lesson Objectives to further discern the plot of the module. How do the topics flow and tell a coherent story? How do the objectives move from simple to complex?

Step 3: Summarize the story.

Complete the Mid- and End-of-Module Assessments. Use the strategies and models presented in the module to explain the thinking involved. Again, liberally reference the work done in the lessons to see how students who are learning with the curriculum might respond.

Preparing to Teach a Lesson

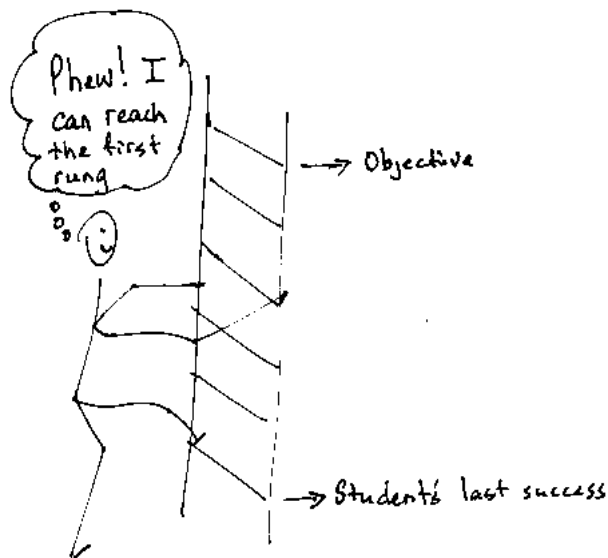
A three-step process is suggested to prepare a lesson. It is understood that at times teachers may need to make adjustments (customizations) to lessons in order to fit the time constraints and unique needs of their students. The recommended planning process is outlined below. Note: The ladder of Step 2 is a metaphor for the teaching sequence. The sequence can be seen not only at the macro level in the role that this lesson plays in the overall story, but also at the lesson level, where each rung in the ladder represents the next step in understanding or the next skill needed to reach the objective. To reach the objective, or the top of the ladder, all students must be able to access the first rung and each successive rung.

Step 1: Discern the plot.

- A: Briefly review the module’s Table of Contents, recalling the overall story of the module and analyzing the role of this lesson in the module.
- B: Read the Topic Overview related to the lesson, and then review the Problem Set and Exit Ticket of each lesson in the topic.
- C: Review the assessment following the topic, keeping in mind that assessments can usually be found midway through the module and at the end of the module.

Step 2: Find the ladder.

- A: Complete the lesson’s Problem Set.
- B: Analyze and write notes on the new complexities of each problem as well as the sequences and progressions throughout problems (e.g., pictorial to abstract, smaller to larger numbers, single- to multi-step problems). The new complexities are the rungs of the ladder.
- C: Anticipate where students might struggle, and write a note about the potential cause of the struggle.
- D: Answer the Student Debrief questions, always anticipating how students will respond.



Step 3: Hone the lesson.

At times, the lesson and Problem Set are appropriate for all students and the day’s schedule. At others, they may need customizing. If the decision is to customize based on either the needs of students or scheduling constraints, a suggestion is to decide upon and designate “Must Do” and “Could Do” problems.

- A: Select “Must Do” problems from the Problem Set that meet the objective and provide a coherent experience for students; reference the ladder. The expectation is that the majority of the class will complete the “Must Do” problems within the allocated time. While choosing the “Must Do” problems, keep in mind the need for a balance of calculations, various word problem types², and work at both the pictorial and abstract levels.
- B: “Must Do” problems might also include remedial work as necessary for the whole class, a small group, or individual students. Depending on anticipated difficulties, those problems might take different forms as shown in the chart below.

Anticipated Difficulty	“Must Do” Customization Suggestion
The first problem of the Problem Set is too challenging.	Write a short sequence of problems on the board that provides a ladder to Problem 1. Direct the class or small group to complete those first problems to empower them to begin the Problem Set. Consider labeling these problems “Zero Problems” since they are done prior to Problem 1.
There is too big of a jump in complexity between two problems.	Provide a problem or set of problems that creates a bridge between the two problems. Label them with the number of the problem they follow. For example, if the challenging jump is between Problems 2 and 3, consider labeling the bridging problems “Extra 2s.”
Students lack fluency or foundational skills necessary for the lesson.	Before beginning the Problem Set, do a quick, engaging fluency exercise, such as a Rapid White Board Exchange, Counting Exercise, or Sprint. Before beginning any fluency activity for the first time, assess that students are poised for success with the easiest problem in the set.
More work is needed at the concrete or pictorial level.	Provide manipulatives or the opportunity to draw solution strategies. Especially in Kindergarten, at times the Problem Set or pencil and paper aspect might be completely excluded, allowing students to simply work with materials.
More work is needed at the abstract level.	Hone the Problem Set to reduce the amount of drawing as appropriate for certain students or the whole class.

- C: “Could Do” problems are for students who work with greater fluency and understanding and can, therefore, complete more work within a given time frame. Adjust the Exit Ticket and Homework to

² See the Progression documents “K, Counting and Cardinality” and “K–5, Operations and Algebraic Thinking” pp. 9 and 23, respectively.

reflect the “Must Do” problems or to address scheduling constraints.

- D: At times, a particularly tricky problem might be designated as a “Challenge!” problem. This can be motivating, especially for advanced students. Consider creating the opportunity for students to share their “Challenge!” solutions with the class at a weekly session or on video.
- E: Consider how to best use the vignettes of the Concept Development section of the lesson. Read through the vignettes, and highlight selected parts to be included in the delivery of instruction so that students can be independently successful on the assigned task.
- F: Pay close attention to the questions chosen for the Student Debrief. Regularly ask students, “What was the lesson’s learning goal today?” Help them make observations, draw connections, and articulate the goal.
- G: Adjust the balance of the lesson’s components as necessary to support the work students are expected to do in the Problem Set or task (e.g., the Fluency Practice, Exit Ticket, Homework, Application Problem).

Suggestions for Consolidation or Omissions

Module 1

If pacing is a challenge, consider the following modifications. Consider consolidating Lessons 1 and 2 if students are competent in recognizing and discussing subtle differences in the attributes of objects.

Lessons 12, 13, 15, 18, 20, 22, 24, and 26 include numeral formation along with counting and cardinality concepts. In prioritizing a focus within each lesson (e.g., if reducing the instructional time for numeral writing), take care not to inadvertently omit the teaching of math concepts within the same lesson (e.g., cardinality, conservation, and counting in varied configurations).

Module 2

If pacing is a challenge, consider omitting Lessons 5 and 8. Instead, embed experiences with position words in other content areas and throughout the students' day. It is not essential that students be introduced to position words through the context of shapes.

Module 3

Consider omitting Lesson 7. In order to do so, offer *the same as* one more option to describe the comparison in Lessons 4–6. Be sure to include objects for comparison that yield descriptions of *shorter than*, *longer than*, and *the same length as*.

If students progress quickly in comparing weight by estimating, they may be ready to use the balance scale sooner, allowing for the consolidation of Lessons 8 and 9. To bridge their understanding, have students model the movement of the balance scale with their arms and hands.

Students might better grasp the concepts of volume and capacity if they observe first and explore afterwards. Consider consolidating Lessons 13–15 into a series of demonstrations with students engaged chorally, as recorders, and as acute observers (e.g., “Count the scoops as I fill the container”; “Record the number of scoops it took to fill the container”; and “Share with your partner about what happened to the water”). Students might then gain hands-on experience and explore the concept later (e.g., in centers, science). If pacing is a challenge and students study volume as part of science, consider omitting Lessons 14 and 15.

Sprints are introduced in the second half of this module through a gradual progression of preparation exercises. When consolidating or omitting lessons, take care to maintain the intended sequence of the Sprints as listed.

Consider omitting Lesson 16; although engaging and interesting, students may not need the introduction to area through informal comparison.

Topic H serves as a culminating topic where students synthesize their knowledge of the attributes previously studied in this module. Because no new learning is introduced, these lessons might be omitted or moved to another time of day.

Module 4

If pacing is a challenge and there is no additional adult support, consider consolidating the word problems in Lessons 16 and 17. Consider consolidating within Lessons 29, 30, 35, and 36 if students have developed automaticity in drawing and counting in 5-group formation.

Module 5

If pacing is a challenge, consider the following modifications and omissions. Consider collaborating with a specialist teacher to have students build the Rekenrek from Lesson 10 (e.g., make a Rekenrek in art, practice counting in foreign language class), or plan an event to engage families in math activities such as these.

If writing numbers 21–100 overwhelms students, omit the Problem Sets in Lessons 15, 16, and 17. Instead, complete the verbal counting activities in the lessons that prepare them for numeral writing to 100 as required in Grade 1. This allows for the completion of these three lessons in just one or two days.

Lesson 19 is exploratory in nature and addresses some standards beyond the level of Kindergarten. It works well as an extension lesson if students are advancing quickly, but if pacing is a challenge, it could be omitted.

Module 6

K.CC.4d is a NY specific standard, addressing ordinal numbers and relative position. Some states or districts might opt to include, omit, or replace this standard. Using ordinal words to describe a procedure is included in Lesson 1 and parts of Lesson 5, as well as the Application Problems in Lessons 4, 5, and 6. Consider omitting pertinent lessons partly or entirely. The fluency activity “If You’re Happy and You Know It” in Lesson 1 might be omitted as well, since it prepares students to work with that content.

Another aspect of the standard asks students to use ordinal numbers to describe relative position. If pacing is a challenge and the standard is not required, consider omitting Lesson 4 and the fluency activity “Finish Line” from Lesson 5.

Even in schools where teaching ordinal numbers and relative position is required, there are many possibilities for embedding the concept throughout the school day in practical applications (e.g., lining up for recess, lunch, or water). The concept might also appear as part of language arts or science where students use sequence vocabulary (e.g., the steps in making a cheese sandwich or the steps in the growth of a seed).