Mississippi
KINDERGARTEN MATH
2017-2018 Pacing Guide

Note: The Mississippi College- and Career-Readiness Standards describe the varieties of expertise that mathematics educators should seek to develop in their students. While they are not specifically stated in this pacing guide, students should be developing these skills throughout the school year.

Unit	Standards	Major Topics/Concepts
Counting and Cardinality	CC.1 CC.2 CC.3 CC.4 CC.5 CC.6 CC.7	Count to 100 by ones and by tens. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Understand the relationship between numbers and quantities; connect counting to cardinality. ✓ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. ✓ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. ✓ Understand that each successive number name refers to a quantity that is one larger. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. 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). Compare two numbers between 1 and 20 presented as written numerals.
Numeration and Place Value	NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones (e.g., by using objects or drawings), and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$).
No Benchmark recommended at this time.		
Addition and Subtraction	OA.1 OA.2 OA.3 OA.4 OA.5	Represent addition and subtraction, in which all parts and whole of the problem are within 10, with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Unit	Standards	Major Topics/Concepts
		Solve addition and subtraction word problems within 10 involving situations of adding to, taking from, putting together, and taking apart with unknowns in all positions by using objects or drawings to represent the problem.
		Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings), and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
		For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., by using objects or drawings), and record the answer with a drawing or equation.
		Fluently add and subtract within 5.
No Benchmark recommended at this time.			
Geometry	G.1 G.2 G.3 G.4 G.5 G.6	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
		Correctly name shapes regardless of their orientations or overall size.
		Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
		Analyze and 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).
		Model objects in the world by drawing two-dimensional shapes and building three-dimensional shapes.
		Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"
3rd Quarter 1st Cumulative Benchmark (covering all content to this point)			
Measurement	MD.1 MD.2 MD.3	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
		Directly compare two objects with a measurable attribute in common to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
		Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
Final Comprehensive Benchmark (covering all content)			