

Everyday Mathematics 4
Grade K Instructional Pacing Recommendations

Whether you teach in a half-day or a full-day program, plan to spend at least 45–60 minutes on mathematics each day to cover the three required parts in each Kindergarten lesson: Daily Routines, Core Activity: Focus and Core Activity: Practice. You may also choose to use any or all of the Connections and Differentiation Options as part of your daily math time or during other parts of the day or week. Teachers in full-day programs will have more time for Connections and Differentiation Options, but half-day teachers can find time for some of these activities by integrating them throughout the day.

Kindergarten contains 117 lessons, grouped into 9 sections with 13 lessons in each section. Plan to teach 3–4 lessons per week (including all required parts), or roughly one section per month. This pacing is designed for flexibility and depth. You will have flexibility to extend a lesson if discussion is rich or if children’s understandings are incomplete. In addition, you can incorporate time each week for extra game time, Differentiation Options, and/or Connections activities. This also leaves time to accommodate outside mandates, district initiatives, and special projects.

This pacing gives you time to go deep, to create a classroom culture that values and supports productive struggle. Rather than rushing to cover too much content in too little time, you can expect your children to do their own thinking, to solve problems they have not been shown how to solve, to make connections between concepts and procedures, to explain their thinking, and to understand others’ thinking. Creating such a classroom culture takes time, but it’s what the Common Core asks you to do in its Standards for Mathematical Practice – and the pacing of Everyday Mathematics 4 is designed to give you the time you’ll need.

Beginning-of-Year Assessment

Spread this face-to-face assessment over several days – a few children each day

Section 1		18	Days
1-1	Partner Match	1	
1-2	Introduction to Pattern Blocks	1	
1-3	<i>Gotcha</i> : A Counting Game	1	
1-4	Number Walk	1	
1-5	Getting to Know Numbers	1	
1-6	<i>Count and Sit</i>	1	
1-7	Class Birthdays	1	
1-8	Class Age Graph	1	
1-9	Number Stations	1	
1-10	Quick Looks	1	
1-11	Five Frames	1	
1-12	Describing Shapes	1	
1-13	Shape Patterns	1	
	Additional practice, differentiation, and instruction opportunities	5	

Section 2		19	Days
2-1	<i>Match Up with Dot Cards</i>	1	
2-2	<i>Top-It with Dot Cards</i>	1	
2-3	Getting to Know Triangles	1	
2-4	Number Board	1	
2-5	Pocket Problems	1	
2-6	How Many Now?	1	
2-7	Introduction to Sorting: Open Response and Reengagement	2	
2-8	Getting to Know Circles	1	
2-9	Ten Frames	1	
2-10	Counting Collections	1	
2-11	Getting to Know Rectangles	1	
2-12	Number Stories	1	
2-13	More Number Stories	1	
	Additional practice, differentiation, and instruction opportunities	5	

Section 3		19	Days
3-1	Pattern-Block Graph	1	
3-2	Ten-Bean Spill	1	
3-3	Rope Shapes	1	
3-4	Number Books	1	
3-5	Longer or Shorter?	1	
3-6	Obstacle Course Positions	1	
3-7	Comparing Representations: Open Response and Reengagement	2	
3-8	<i>Spin a Number</i>	1	
3-9	Line Up	1	
3-10	Number-Card Activities	1	
3-11	<i>Roll and Record</i>	1	
3-12	<i>Monster Squeeze</i>	1	
3-13	Numbers on Slates	1	
	Additional practice, differentiation, and instruction opportunities	5	

Section 4		19	Days
4-1	Attribute Blocks	1	
4-2	Shapes by Feel	1	
4-3	Favorite Colors Graph	1	
4-4	Meet the Calculator	1	
4-5	Ten-Frame Quick Looks	1	
4-6	Moving with Teens	1	
4-7	Building Hexagons: Open Response and Reengagement	2	
4-8	Building Numbers	1	
4-9	Exploring Weight	1	
4-10	Exploring Capacity	1	
4-11	Counting by 10s	1	
4-12	<i>Top-It with Number Cards</i>	1	
4-13	Number-Grid Exploration	1	
	Additional practice, differentiation, and instruction opportunities	5	

Section 5		19	Days
5-1	The 100th Day of School	1	
5-2	<i>Roll and Record with Dot Dice</i>	1	
5-3	<i>Ten Bears on a Bus</i>	1	
5-4	Find and Draw Shapes	1	
5-5	Shapes All Around	1	
5-6	Teen Partners	1	
5-7	Seats at the Party: Open Response and Reengagement	2	
5-8	Teens on Double Ten Frames	1	
5-9	The Equal Symbol (=)	1	
5-10	The Addition Symbol (+)	1	
5-11	<i>Growing Train</i>	1	
5-12	Number Scrolls	1	
5-13	Shape Combinations	1	
	Additional practice, differentiation, and instruction opportunities	5	

Middle-of-Year Assessment

Spread this face-to-face assessment over several days – a few children each day

Section 6		19	Days
6-1	Body Heights with String	1	
6-2	Length Line-Up	1	
6-3	Types of Pets Graph	1	
6-4	Solid Shapes Museum	1	
6-5	Flat and Solid Shapes	1	
6-6	<i>"What's My Rule?" Fishing</i>	1	
6-7	Tall Enough to Ride?: Open Response and Reengagement	2	
6-8	The Subtraction Symbol (–)	1	
6-9	<i>Disappearing Train</i>	1	
6-10	<i>Attribute Spinner</i>	1	
6-11	<i>Hiding Bears</i>	1	
6-12	<i>Growing and Disappearing Train</i>	1	
6-13	Number Stories with Symbols (+, –, and =)	1	
	Additional practice, differentiation, and instruction opportunities	5	
Section 7		19	Days
7-1	Number Line Addition and Subtraction	1	
7-2	Domino Addition	1	
7-3	Teen Collections	1	
7-4	<i>Solid-Shapes Match Up</i>	1	
7-5	Count and Skip Count with Calculators	1	
7-6	Pan Balance: Leveling	1	
7-7	Representing Survey Data: Open Response and Reengagement	2	
7-8	Estimation Jar	1	
7-9	Bead Combinations	1	
7-10	Class Number-Story Book	1	
7-11	Class Collection	1	
7-12	<i>Dice Addition</i>	1	
7-13	<i>Mystery Block</i>	1	
	Additional practice, differentiation, and instruction opportunities	5	

Section 8		19	Days
8-1	Solid Shapes by Feel	1	
8-2	Marshmallow and Toothpick Shapes	1	
8-3	Counting to Measure Time	1	
8-4	Interrupted Counting	1	
8-5	<i>Dice Subtraction</i>	1	
8-6	Craft-Stick Bundles	1	
8-7	Birds on Wires: Open Response and Reengagement	2	
8-8	<i>Car Race</i>	1	
8-9	Number Stories with Calculators	1	
8-10	Nonconsecutive Numbers	1	
8-11	<i>Addition Top-It</i>	1	
8-12	Function Machines	1	
8-13	Name-Collection Posters	1	
	Additional practice, differentiation, and instruction opportunities	5	

Section 9		19	Days
9-1	<i>Make My Design</i>	1	
9-2	<i>Subtraction Top-It</i>	1	
9-3	"What's My Rule?" with Numbers	1	
9-4	Backpack Math: Height, Width, and Area	1	
9-5	Backpack Math: Weight and Capacity	1	
9-6	<i>Roll and Record with Numeral Dice</i>	1	
9-7	Making Classroom Maps: Open Response and Reengagement	2	
9-8	Uniform Weights on a Pan Balance	1	
9-9	Measuring Time in Seconds	1	
9-10	Doubles on Double Ten Frames	1	
9-11	<i>Fishing for Ten</i>	1	
9-12	Math Celebration Preparation	1	
9-13	Math Celebration	1	
	Additional practice, differentiation, and instruction opportunities	5	

End-of-Year Assessment

Spread this face-to-face assessment over several days – a few children each day

Total days for instructional lessons	125	Days
Total days for additional practice and instruction	45	Days
Total days for assessment	Face-to-face assessments in GK span multiple days	
TOTAL INSTRUCTIONAL DAYS	170	Days

Everyday Mathematics 4
Grade 1 Instructional Pacing Recommendations

This suggested pacing for *Everyday Mathematics*, Grade 1 supports 3–4 lessons each week and one unit every 3–5 weeks. This allows time for additional practice, differentiation, and instruction opportunities such as extra games practice, Differentiation Options, English Learners and Differentiation Support, projects, and reinforcement. Use this pacing to help ensure in-depth coverage of all Grade 1 Common Core State Standards for Mathematics in a total of 170 instructional days.

This pacing is designed for flexibility and depth. You will have flexibility so you can extend a lesson if discussion has been rich or if students’ understandings are incomplete. You can add a day for “journal fix-up” or for differentiation—to provide an Enrichment activity to every student, for example—or for additional games. There will also be time to accommodate outside mandates, district initiatives, and special projects.

This pacing gives you time to go deep, to create a classroom culture that values and supports productive struggle. You can expect your students to discuss and compare their thinking with classmates, to solve problems they have not been shown how to solve, to make connections between concepts and procedures, and to reflect on what they are learning. Creating such a classroom culture takes time, but it’s what the Common Core asks you to do in its Standards for Mathematical Practice—and the pacing of *Everyday Mathematics 4* is designed to give you the time you’ll need.

Beginning-of-Year Assessment		1 Day
Unit 1	Counting	18 Days
1-1	Introducing <i>First Grade Everyday Mathematics</i>	1
1-2	Investigating the Number Line	1
1-3	Tools for Doing Mathematics	1
1-4	Open Response: Counting Strategies	2
1-5	1 More, 1 Less	1
1-6	Comparing Numbers	1
1-7	Organizing Data in a Tally Chart	1
1-8	More Organizing Data	1
1-9	Exploring Math Materials	1
1-10	Number Stories	1
1-11	Counting Larger Numbers	1
1-12	Unit 1 Progress Check	2
	Additional practice, differentiation, and instruction opportunities	4

Unit 2	Introducing Addition	18	Days
2-1	Introducing the Strategy Wall	1	
2-2	Decomposing Numbers within 10	1	
2-3	More Decomposing Numbers within 10	1	
2-4	Exploring Subtraction, Pairs of Numbers that Add to 10, and Data	1	
2-5	Open Response: 10 Apples	2	
2-6	More Counting On to Add	1	
2-7	Labeling Counts	1	
2-8	Change-to-More Number Stories	1	
2-9	Change-to-Less Number Stories	1	
2-10	Number Models	1	
2-11	Finding Unknowns	1	
2-12	Unit 2 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	

Unit 3	Number Stories	18	Days
3-1	Parts-and-Total Number Stories	1	
3-2	Number Story Strategies	1	
3-3	Exploring Counting, Matching Pairs, and Ordering by Length	1	
3-4	Open Response: Birds in a Tree	2	
3-5	Counting on a Number Line	1	
3-6	Counting to Add and Subtract	1	
3-7	More Counting to Add and Subtract	1	
3-8	Skip Counting to Add and Subtract	1	
3-9	Counting Application: Frames and Arrows	1	
3-10	Addition and Subtraction Application: Frames and Arrows	1	
3-11	Counting with Calculators	1	
3-12	Unit 3 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	

Unit 4	Length and Addition Facts	18	Days
4-1	Introducing Length Measurement	1	
4-2	Measuring Length	1	
4-3	More Length Measurement	1	
4-4	Open Response: Measuring a Marker	2	
4-5	Exploring Data, shapes, and Base-10 Blocks	1	
4-6	Representing Data with a Bar Graph	1	
4-7	Introducing Doubles	1	
4-8	Combinations of 10	1	
4-9	More Combinations of 10	1	
4-10	Adding Three Numbers	1	
4-11	10 More, 10 Less	1	
4-12	Unit 4 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	
Unit 5	Place Value and Comparisons	19	Days
5-1	Introducing Place Value	1	
5-2	Digits and Place Value	1	
5-3	Place-Value Applications: Penny and Dimes	1	
5-4	Greater Than, Less Than, and Equal To	1	
5-5	The Equal Sign	1	
5-6	Counting and Place-Value Application: Number Scrolls	1	
5-7	Measuring a Path	1	
5-8	Exploring Base-10 Exchanges, Lengths, and Path Measurement	1	
5-9	More Comparison Symbols	1	
5-10	Comparison Number Stories	1	
5-11	Two-Digit Addition and Subtraction	1	
5-12	Open Response: Adding Animal Weights	2	
5-13	Unit 5 Progress Check	2	
	Additional practice, differentiation, and instruction opportunities	4	
Mid-Year Assessment		2	Days