Kindergarten Mathematics Year At-A-Glance

Overview

How can we use mathematics to organize and make sense of our world? Students in Kindergarten begin to develop number sense through counting, recognizing, representing, and comparing quantities. Students are given time to develop number sense with smaller numbers, gradually working with larger quantities until they ultimately rote count to 100, compare quantities to 30, and compose and decompose numbers to 10.

Quarter 1	**Unit 0: Building a Mathematical Community Through the Data Cycle (about 18 days)**	**Unit 1: Numbers to 5 (about 26 days)**	**Begin Unit 2: Numbers to 10 (about 5 days)**
Quarter 2	**Complete Unit 2: Numbers to 10 (about 16 days)**	**Unit 3: Data (about 18 days)**	**Begin Unit 4: Geometry (about 8 days)**
Quarter 3	**Complete Unit 4: Geometry (about 4 days)**	**Unit 5: Patterns (about 10 days)**	**Begin Unit 6: Computation (about 28 days)**
Quarter 4	**Complete Unit 6: Computation (about 13 days)**	**Unit 7: Expanding Numeracy (about 21 days)**	**Unit 8: Measurement (about 13 days)**

Quarterly unit guides will be released prior to the start of each quarter.

Updated: Wednesday, October 29, 2025

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 1	Unit 0: Building a Mathematical Community Through the Data Cycle	about 18 days	K.PS.1 The student will apply the data cycle (pose questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on object graphs and picture graphs. K.MG.3 The student will describe the units of time represented in a calendar.
	Unit 1: Numbers to 5	about 26 days	K.NS.1 The student will utilize flexible counting strategies to determine and describe quantities up to 100. **[focus on quantities up to 5]** K.NS.2 The student will identify, represent, and compare quantities up to 30. **[focus on quantities up to 5]**
	Begin Unit 2: Numbers to 10	about 5 days	K.NS.1 The student will utilize flexible counting strategies to determine and describe quantities up to 100. **[focus on quantities up to 10]** K.NS.2 The student will identify, represent, and compare quantities up to 30. **[focus on quantities up to 10]**

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Quarter	Unit	Suggested Time	Standards of Learning
Quarter 2	Complete Unit 2: Numbers to 10	about 16 days	K.NS.1 The student will utilize flexible counting strategies to determine and describe quantities up to 100. **[focus on quantities up to 10]** K.NS.2 The student will identify, represent, and compare quantities up to 30. **[focus on quantities up to 10]**
	Unit 3: Data	about 18 days	K.PS.1 The student will apply the data cycle (pose questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on object graphs and picture graphs.
	Begin Unit 4: Geometry	about 8 days	K.MG.2 The student will identify, describe, name, compare, and construct plane figures (circles, triangles, squares, and rectangles).

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Quarter	Unit	Suggested Time	Standards of Learning
Quarter 3	Complete Unit 4: Geometry	about 4 days	K.MG.2 The student will identify, describe, name, compare, and construct plane figures (circles, triangles, squares, and rectangles).
	Unit 5: Patterns	about 10 days	K.PFA.1 The student will identify, describe, extend, and create simple repeating patterns using various representations.
	Begin Unit 6: Computation	about 28 days	K.CE.1 The student will model and solve single-step contextual problems using addition and subtraction with whole numbers within 10.

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Quarter	Unit	Suggested Time	Standards of Learning
Quarter 4	Complete Unit 6: Computation	about 13 days	K.CE.1 The student will model and solve single-step contextual problems using addition and subtraction with whole numbers within 10.
	Unit 7: Expanding Numeracy	about 21 days	K.NS.1 The student will utilize flexible counting strategies to determine and describe quantities up to 100. K.NS.2 The student will identify, represent, and compare quantities up to 30.
	Unit 8: Measurement	about 13 days	K.MG.1 The student will reason mathematically by making direct comparisons between two objects or events using the attributes of length, height, weight, volume, and time.

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👷 Summary of Revisions to Pacing Guide

Removed:

- n/a

Modified:

- We are adjusting the kindergarten math pacing to better align instruction with the timeline of the spring VKRP assessment. Specifically, Geometry and Patterns will now be taught earlier in the year to ensure students have exposure to these concepts prior to the state assessment.
    - Geometry, previously Unit 7 will become Unit 4
    - Patterns, previously Unit 6 will become Unit 5
    - Computation, previously Unit 4 will become Unit 6
    - Expanding Numeracy, previously Unit 5 will become Unit 7
    - Measurement will remain Unit 8

Added:

- n/a

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