

Kindergarten Pacing Guide

| MATH | Common Core Standard | I Can... |
|--|---|---|
| September Number Recognition | <p>K.CC.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).</p> <p>K.CC.2a 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.</p> <p>K.CC.2b 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.</p> <p>K.CC.3 Understand that each successive number name refers to a quantity that is one larger.</p> | <p>I can write numbers from 0-20 and represent those numbers with a written numeral.</p> <p>I can say the number names in standard order when counting objects and know that one number name goes with one object.</p> <p>I can understand that the last number name said tells the number of objects counted, regardless of the arrangement of the objects.</p> <p>I can understand that each number name refers to a quantity that is one larger.</p> |
| October Counting | <p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.3 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.</p> | <p>I can count to 100 by ones and by tens.</p> <p>I can count forward beginning from a given number (instead of having to begin at 1).</p> <p>I can count to answer "how many?" about up to 20 things arranged in a line, array, or circle, or up to 10 things scattered.</p> |
| November Comparing | <p>K.CC.4 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.</p> <p>K.CC.5 Compare two numbers between 1 and 10 presented as written numerals.</p> | <p>I can identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p> <p>I can compare two numbers between 1 and 10 presented as numerals.</p> |

Ohio Common Core Pacing Guide

JL Elias

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the author's name.

Ohio Common Core Pacing Guide:

Unveiling the Power of Verbal Beauty: An Psychological Sojourn through **Ohio Common Core Pacing Guide**

In some sort of inundated with monitors and the cacophony of fast connection, the profound energy and emotional resonance of verbal art usually fade in to obscurity, eclipsed by the constant onslaught of sound and distractions. Yet, situated within the lyrical pages of **Ohio Common Core Pacing Guide**, a captivating function of literary beauty that impulses with raw thoughts, lies an remarkable trip waiting to be embarked upon. Published with a virtuoso wordsmith, that enchanting opus manuals readers on an emotional odyssey, gently exposing the latent possible and profound affect embedded within the intricate internet of language. Within the heart-wrenching expanse of this evocative evaluation, we can embark upon an introspective exploration of the book is central themes, dissect their captivating writing type, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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