

2022/2023 WCSD Kindergarten Curriculum Pacing Framework (Incline)



Quarters 1 & 2

August (Number Corner)

Introduce ONLY- Days in School component and updates (link chains, ten-frames, and classroom number line routines, see NC Vol. 1, Sept. pp. 23-27).

NVACS Focus Domains:
CC-NBT

5 Screening Days + 3 days

Number Corner Vol. 1 September

NVACS Focus Domains:
CC-NBT-G

20 sessions over 21 days

Unit 1

Numbers to Five & Ten

20 sessions over 20 days

Screening Days: 5

F/D/E Days: 2

NVACS Focus Domain: K.CC

Note: Incorporate time to help children build routines for being a mathematician. Do this by engaging in mathematics through the mathematical practices. Establish mathematics routines.

Total Days: ~27 (including screening week)

Number Corner Vol. 1 October

NVACS Focus Domains:
CC-NBT-G

20 sessions over 15 days

Unit 2

Numbers to Ten

20 sessions over 20 days

F/D/E: 1 days

NVACS Focus Domains:
CC - MD - G

Total Days: ~21

Number Corner Vol. 1 November

NVACS Focus Domains:
G-MD-CC-OA

15 sessions over 17 days

Unit 3

Bikes & Bugs: Double, Add & Subtract

20 sessions over 20 days

F/D/E: 0 day

NVACS Focus Domains:
CC-OA

Total Days: ~20

Number Corner Vol. 2 December

NVACS Focus Domains:
G-CC-OA

15 sessions over 13 days

Unit 4

Paths to Adding, Subtracting & Measuring

20 sessions over 20 days

F/D/E: 0 days

NVACS Focus Domains:
CC-OA-MD

Total Days: ~20

Number Corner Vol. 2 January

NVACS Focus Domains:
OA-NBT-CC

20 sessions over 16 days

"Developing + & - strategies"

Quarter 1: 48 Instructional days (F/D/E: 3 days)

Quarter 2: *40 Instructional days (F/D/E: 0 days)

Quarters 3 & 4

"Compose & Decompose (Shape & Number)"

Number Corner Vol. 2 February

NVACS Focus Domains:
CC-MD-NBT-OA

20 sessions over 15 days

Number Corner Vol. 3 March

NVACS Focus Domains:
OA-NBT-CC

20 sessions over 23 days

Unit 5

Two-Dimensional Geometry

20 sessions over 20 days

F/D/E: 5 days

NVACS Focus Domain:
G

Total Days: ~25

Unit 6

Three-Dimensional Shapes & Numbers Beyond Ten

20 sessions over 20 days

F/D/E: 5 days

NVACS Focus Domains:
G-NBT-OA

Total Days: ~25

Quarter 3: 50 Instructional days (F/D/E: 10 days)

"Using Place Value Strategies to understand + & -"

Number Corner Vol. 3 April

NVACS Focus Domains:
MD-OA-NBT-CC

20 sessions over 15 days

Unit 7

Weight & Place Value

20 sessions over 20 days

F/D/E: 1 days

NVACS Focus Domains:
MD-NBT-OA

Total Days: ~21

Number Corner Vol. 3 May

NVACS Focus Domains:
OA-NBT-CC

20 sessions over 22 days

Unit 8

Computing & Measuring with Frogs & Bugs

20 sessions over 20 days

F/D/E: 1 days

NVACS Focus Domains:
MD-NBT-OA

Total Days: ~21

Number Corner June

Continue with DS. (10 days)

NC = Number Corner
CG = Calendar Grid
CC = Calendar Collector
DS = Days in School
CF = Computational Fluency
NL = Number Line
A = Assessment

Quarter 4: 42 Instructional days (F/D/E: 2 days)

WCSD Kindergarten Curriculum Pacing Framework



Purpose of document:

The pacing timelines are an analysis of the mathematical trajectory in *Bridges in Mathematics (2nd Edition)* as they relate to Nevada Academic Content Standards (NVACS) and incorporate the critical content areas outlined by the standards. Curriculum guides and pacing frameworks ensure instructional opportunities for on grade level instruction as guided by the NVACS.

Guide to use:

The NVACS require integrated development of mathematical ideas including conceptual understanding, procedural understanding/fluency, and application. This supports the need to look at how mathematical ideas relate and develop within a unit structure, instead of using a skill by skill approach. Teachers and collaborative teams use this document to clarify the district-wide mathematical trajectory and expectations for instructional focus.

- A **minimum of 75 minutes (375 minutes/week)** of Tier 1 mathematics instruction is required **PER DAY**, with at least 50 minutes blocked (uninterrupted time). The remaining time may be used for a separate *Number Corner* time, revisiting *Unit or Work Place* concepts, or for small group instruction around the organizing concept of the lesson.
- **Both the *Unit* and the *Number Corner* components of *Bridges* address critical areas of study in Kindergarten mathematics.** If *Number Corner*, *Problems and Investigations*, or *Work Places* components are omitted, mathematical concepts in geometry and counting and cardinality will be underdeveloped.
- **A session does not necessarily mean a day;** some concepts may be explored in more time and some in less. This document provides a minimum of 1 full day for each session to ensure enough instructional time is accounted for in the timeline. The WCSD Curriculum Guides will provide recommendations for modifying lessons and offer additional support.
- This timeline is a **general guide** of one mathematical trajectory and how that trajectory may be mapped out across a school year. It is intended to **assist** with pacing/mapping. It does not suggest that all teachers will be exactly in the same place at the same time; although it does provide guidance to enable within and across school dialogue and support. **Ultimately, evidence gathered during the formative assessment process will inform instructional next steps.** This is the timeline that C&I will use to help support teachers in each grade level with a focus on content development expected in the Kindergarten NVACS.

Justifications and Considerations:

- **Number Corner:** *Number Corner* is a **collection** of daily problem-solving and skill-based activities that foster number talks and introduce, reinforce, and extend foundational grade-level concepts. The calendar workout differs from “traditional” views of calendar time. The use of the calendar markers are strategically developed to allow children to make observations and predictions about algebraic patterns and structures to reinforce key number and geometry skills (See p. i-xii in *Number Corner Vol. 1*). It provides the opportunity through strategic and flexible repetition to develop procedural fluency. ***Number Corner* is a critical part of a mathematically rich environment.**
- **Number Corner Organization:** *Number Corner* is organized by months. In August, in order to provide teachers time to establish NC classroom expectations and routines, teachers will implement ONLY NC component *Days in School* and updates: Link chains, ten-frames, and classroom number line routines (see NC Vol. 1, Sept. pp. 23-27). Teachers will fully implement all components of *Number Corner* beginning September 1 and continue with *Days in School* routines.
- **Bridges Units & Work Places:** Beginning on the first day of school *Problems and Investigations* and *Work Places* provide opportunities for students to problem-solve and actively engage in developmentally appropriate math stations that provide ongoing practice with key skills introduced/developed in the units. **Consistent opportunity** to play the *Work Places* games over a period of weeks supports development in number sense, exploring geometric ideas, and applying strategies towards computational fluency. Students should be actively and independently engaging in the mathematics of the *Work Places*, and not merely following procedures, a minimum of 3 times a week.
- **(F/D/E) Additional Instructional Days or Formative Process, Differentiation and Enrichment:** F/D/E days are embedded throughout the year to use flexibly, within the unit or the quarter, to support conceptual development of unit content. This could include time to assess, clarify misconceptions or partial understandings, re-teach, or provide enrichment/extension opportunities. Student assessment data from NC Checkups and Unit Checkpoints can be used with Support & Intervention suggestions (in *Assessment Guide*), Assessment & Differentiation tips in *Work Place* Guides, and the *Bridges Intervention Sets* (electronically available). Time set aside for this extended or additional support is provided to deepen student understanding and support concept development.

* **Non-instructional days** are not accounted for in this pacing framework. Teachers may need to use an F/D/E day for election day and will need to adjust instruction accordingly when non-instructional days will not be made-up with the contingency days at the end of the year.